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ABSTRACT

Intended for policy planners, administrators, and scholars, this document contains summaries and excerpts of official government of India documents published since 1939 on adult education. The document is in three parts. The first part contains government documents that deal exclusively with adult education. Their subjects include adult education in British India, a scheme of social education in India, social education literature, operation of social education in India, the concept of social education, literacy among industrial workers in India, national adult education program and policy, post-literacy programs, a review of the national adult education program, motivational aspects of the adult education programme, adult education and extension through universities and colleges, university system and extension as the third dimension, and a mission approach to literacy. Part 2 summarizes and excerpts government documents that are not devoted exclusively to, but that apply to, adult education. They include materials on the role of adult education in rural development in British India, the role of literacy in political education, the state and the literacy campaign, women and adult education, emotional integration and the role of adult education, the selective and mass approaches to literacy, national development and adult education, nonformal education, equality and adult education, and the national program of adult education. Part 3 lists the year and location of the establishment of important institutions, conferences, seminars, and workshops in Indian adult education. Also listed are U.S. and Indian library collections, 75 books, 59 research studies, and 79 doctoral dissertations on adult education. (CML)

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A SOURCE BOOK ON ADULT EDUCATION

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FOREWORD

The operation of the National Literacy Mission since May 1988 has not only infused a new vitality into the adult education programme in India but also has enhanced it's scope and significance both as a field of study and practice. However, the systematic and scholarly study of any discipline depends to a great extent on the availability of source materials which in the case of adult education remain scattered all over India and abroad. Although, Indian adult education has generated a variety of materials during the last fifty years, practically no effort has been made so far to survey the sources. The present volume is a commendable attempt made by Dr. S.Y.Shah of Jawaharlal Nehru University in this direction. By identifying, classifying and editing some of the important documents on Indian adult education during the last fifty years and surveying the published and unpublished studies on Indian adult education and preparing a chronology of events, Dr. Shah has met a long felt need of adult educators.

I consider this Source Book to be a landmark publication and hope that it will be of immense use to the scholars, administrators and professionals as a basic reference material.

I am grateful to Dr. S.Y.Shah for the preparation of this volume. I am thankful to Shri G. Sivaswamy, Deputy Director, Shri H.K. Barthwal, Asst. Director and Shri L.C. Vohra, Senoir Artist, Shri K.B. Thapa, Artist and other members of the Publication Unit of DAE for taking keen interest in the publication of this work in an excellent manner.

I am delighted to bring out this book on the occasion of International Literacy Day.

New Delhi
June 22, 1989

Anil K.Sinha
Director

ACKNOWLEDGEMENT

In the preparation and publication of this work I have been helped and encouraged by a number of individuals and institutions. However, I would like to mention the names of the following :

Professor Tapas Majumdar for introducing me to the field of adult education and inspiring me to conduct research studies.

Shri Anil Bordia for granting me permission to consult the documents at the record room, Department of Education, Ministry of Human Resource Development.

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Ms. Regi Varghese for typing the manuscript with patience and care.

S.Y. Shah

ABOUT THE STUDY

"Men alter words and think they have changed things."

Howard Mumford Jones, *Education and World Tragedy* Cambridge: Harward Press. 1944, p.77.

Each field of educational study carries with it a historical perspective without which it becomes difficult to have a thorough understanding of certain developments. Sometimes it becomes extremely difficult to grasp the back ground of a particular policy or programme mainly due to the ignorance of sources or inability to locate them. In fact there is no dearth of sources for the study of history of education in India. Although considerable efforts have been made by a number of scholars to compile a variety of source materials on different aspects of Indian education, the majority of the publications have either excluded adult education altogether or given only marginal importance to it notwithstanding the innumerable documents.[1] Hence there is enough scope for a comprehensive source book on Indian adult education. It is more so, because in recent times adult education has emerged as an important programme in India. Its expansion has enhanced the demand for publications which provide a comprehensive idea of the past policies, and programmes. To a certain extent, this volume aims at meeting the demand of the policy planners, administrators and scholars in the field of adult education.

Since the publication of the first major official report on Indian adult education in 1939, a number of documents, policy statements and programme guidelines have been brought out by the official as well as non official agencies in India. If certain documents were primarily confined to adult education there were a number of reports on education, agriculture, emotional integration etc., which though not directly concerned with adult education have also covered it in a limited manner. The *Five Year Plans* and *Census Reports* have invariably covered adult education and literacy. Moreover, the non official bodies like the Indian Adult Education Association, All India Women's Conference, Indian University Association for Continuing Education have been actively involved with the development of Indian adult education and have brought out a number of reports and proceedings of conferences. It would be a stupendous task to include the entire source material on Indian adult education brought out during the last fifty years in a single volume. A

survey of the sources on adult education indicates the possibility of covering the entire source materials in three volumes. In the first volume it is proposed to include only the official documents of the Government of India. While the second volume may be confined to Government publications of the different States and Union Territories of India, the third volume may cover the non-official documents.

This book is in three parts. In part I only those documents which deal exclusively with adult education are included. Part II contains selections from the general reports on education, agriculture, emotional integration etc., which have inter alia examined adult education. The chronicle of events and a brief survey of sources on adult education are given in Part III. The chronlogical arrangement of the bibliography and the chronology of events project the gradual growth of literature and academic activities in the area at different points of time.

The documents are selected and presented in such a manner that they throw light on the changing concept, policy and programme of adult education in India during the last fifty years. The concept of adult education in India has undergone several and significant changes over the period. In 1930's the adult education programme emphasised literacy and mass approach. With the advent of independence, the focuss was shifted to civic literacy and the late 60's saw the emergence of functional literacy. The next two decades with nessed a variety of adult education programmes which stressed non formal approaches and gave equal weightage to literacy, functionality and social awareness. Today adult education is projected as the National Literacy Mission. Thus the development of Indian adult education may be viewed as the gradual transition from a movement to a mission-the emphasis shifting from mere literacy to total development. In a way, the documents in this volume reveal the official policy towards adult education in India.

There is slight variation in the style of editing the selected reports/ documents. In the case of specialised reports on adult education, the terms of reference as well as the names of the members of the committees are given. But in the case of general reports, a brief introduction provides a background to the study of documents. All the recommendations of the different Committees and Commissions are given into. Since many of the documents published prior to 1978 are not easily available, important excerpts from them

are included in this volume. The significant appendices of certain reports, especially the syllabi of adult education are also reproduced for they may enable us to study the changing character of Indian adult education.

The documents included in this volume are located at the following repositories and libraries in New Delhi: Record room, Department of Education, Ministry of Human Resource Development; Central Secretariat Library; Directorate of Adult Education; Planning Commission and University Grants Commission.

NOTES

1. For example, the following book which has covered 69 documents includes only one document on adult education. See J.C. Aggarwal, *Landmarks in the History of Modern Indian Education*. New Delhi : Vikas Publishing, 1984. pp. 308-11.

   Another recent publication also covers adult education marginally. See A. Biswas and S.P.Agrawal (Eds.), *Development of Education in India : A Histrocial Survey of Educational Documents Before and After Independence*. New Delhi : Concept Publishing, 1986 (1985). pp. 513- 28; 674-76.

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PART I

SPECIALISED DOCUMENTS ON ADULT EDUCATION

1. ADULT EDUCATION IN BRITISH INDIA

Report of the Adult Education Committee of the Central Advisory Board of Education, 1939, New Delhi: Manager, Government of India Press, 1940. pp. 58.

Chairman: Dr. Syed Mahmud (Minister of Education, Government of Bihar, Patna)

Members

1. Mr. Samburnanand (Minister of Education, Government of the United Provinces)
2. Rajkumari Amrit Kaur
3. Mr. W.H.F. Armstrong (Director of Public Instruction, Punjab)
4. Mr. C.J. Varkey (Minister of Education, Government of Madras)
5. The Educational Commissioner(Government of India)
6. Mr. S.R. Bhagwat (Chairman, Provincial Board of Adult Education, Bombay)
7. Mr. W.A. Jenkins (Director of Public Instruction, Bengal)
8. Mr. J.J. Chandy (Manager,Tata Iron and Steel Company, Ltd., Jamshedpur)
9. Mr. K.G. Saiyidain (Director of Public Instruction, Kashmir State)
10. Prof. J.B. Raju (Vice-President, Indian Adult Education Conference)

Terms of Reference

(i) To define the sphere of adult education in the general system of education,

(ii) To consider whether it is desirable to distinguish between adult education in the strict sense and other forms of part-time continuative education e.g. those of a vocational character;

(iii) To consider whether pupil or students already undergoing full time instruction should be encouraged or allowed to attend adult education classes. If so, whether any minimum age should be fixed;

(iv) To consider how far the problem of providing adequate facilities for adult education can be solved by using and developing existing agencies in urban and rural areas; (and) in this connection to consider the function of the University and the Technical, Commercial or Arts Colleges in relation to adult education.

(v) To explore the possibility of finding new ways of attacking the problem;

(vi) To consider questions of method and technique including the introduction of mechanical aids to learning wherever practicable;

(vii) To consider the question of the supply and training of teachers for adult schools and classes;

(viii) To consider the provision of library facilities and of suitable reading material in urban and rural areas;

(ix) To consider what special arrangements should be made for women's adult education-its nature and organisa tion;

(x) To consider what steps can be taken to enlist the practical support of large employers of labour, trade and provision of adult education for their employees and members;

(xi) To consider the general administrative arrangements necessary to promote the spread of adult education including ways and means to finance the same;

(xii) To consider the advisability of starting a bureau of adult education in each province with the object of collecting and furnishing information regarding the literature suitable for adults and giving publicity to the new methods and experiments being tried in different places.

EXCERPTS

I. The sphere of adult education in the general system of education

...The early and general establishment of a compulsory system of primary education is the only effective and permanent solution of the problem of illiteracy, so far as the great bulk of the population is concerned. When this is in full operation, the problem in case of the educable will be confined to those who relapse into illiteray after their school days are over.

.....[However] the fact cannot be ignbred that the existence of a large number of illiterate parents, who attach no value to literacy in others including their own children, will undoubtedly prove one of the greatest obstacles to the introduction of a compulsory system of primary education. The problem, therefore, has to be approached from both ends...(p 2)

The function of adult education in the general system of education may be defined as follows:-

(a) to make grown-up people literate in the narrow sense;

(b) to encourage adults who are already literate or who become literate as a result of (a) to continue their education and to provide them with facilities;

(c) to enable adults who show the capacity for it to proceed to the more advanced stages of education.

Considered from this wider aspect there must always be a recognized place for adult education in any well-ordered system of public instruction. (p 3.)

In view of the widespred prevalence of illiteracy throughout India and particularly in certain classes of the population, both in rural and urban areas, the Committee regard (a) above as the objective towards the attainment of which the main effort should immediately be directed.....Official efforts may be supplemented with equal enthusiasm by all those voluntary agencies which are interested not only in education but also in the wider aspects of social amelioration.

It is hardly necessary to point out that if a man or a village or a district is made literate and then through lack of stimulus or facilities is allowed to lapse into illiteracy, the effort and money expended is not merely wasted but the last state will almost certainly be worse than the first. A very essential part of any scheme, therefore, will be the arrangements for consolidating the ground gained. The success of the literacy campaign in any area must depend in the Committee's opinion on the ability of those responsible-

(i) to ascertain which members of the adult population are illiterate;

(ii) to provide instruction in such forms as may be most likely to awaken the interest of the adult student and create in him the desire to continue his education;

(iii) to bring such pressure as may be practicable on the illiterates to undergo instruction;

(iv) To recruit an adequate supply of competent teachers for this purpose; and

(v) to provide facilities so that literacy may become permenent

...While it was agreed that, in the beginning at any rate, every effort should be made to persuade illiterates voluntarily to undergo instruction, doubts were expressed as to whether a real measure of success could be achieved without sanctions of some kind. It was accordingly suggested that after due notice literacy might be made a condition of the franchise and or of any employment under a public authority, that enlightened employers should be asked to adopt a similar attitude and that after a certain date thumb-impressions instead of signatures on legal documents should be made invalid. The committee, while recognizing the stimulus which the adoption of such measures would give to the movement and realizing the possibility that action on those or similar lines may ultimately become necessary, feel that their adoption in the early stages many provoke opposition in otherwise sympathetic quarters and bring the matter to the notice of the Board without making any specific recommendations. They are agreed, however, that continuous and effective propaganda of all kinds is essential. (p. 4)

...In the beginning at any rate, the utmost freedom should be allowed to experiment in methods of teaching) particularly in view of the varying aptitudes both the teachers and students and the very diverse conditions which obtain in a country as large as India.....whatever the subjects of instruction, it is essential that it should be made intelligible and interesting to the student by being closely related to his occupation, his personal interests and the social and economic conditions under which he lives. It is further suggested that when new schools are built or existing ones altered the planning and equipment should be of such a character as will make them convenient and attractive for adults as well as for children.- (p. 4)

.....The function of Adult Education.....cannot be confined to promotion and maintenance of literacy....Every encouragement must also be given to the many adults, fully literate so far as the 3 R's are concerned, who will feel that the need to

continue their education, whether their object is to improve their efficiency as workers or citizens or simply to increase their capacity for intellectual enjoyment and recreation. Suitably graded part-time courses or classes should be held in the evening but the possibility of starting part-time day classes in urban areas, particularly for women, should receive consideration. In this connection every effort should be made to enlist the help of Universities through their extra-mural departments as well as the co-operation of industrialists. (p. 4-5)

ii. The desirability or otherwise of distinguishing between adult education in the strict sense and other forms of part-time continuative education, e.g. those of a vocational character.

....It is neither necessary nor expedient in India and above all in the Indian village to define too strictly the sphere of adult education. The main aim(of adult education) is to arouse the interest of illiterate, whether a villager or a town dweller, and make him wish to learn. The best way of doing this may well be through activities closely associated with his daily work. Any form of instruction that will help him to improve the economic position may not only increase his respect for education but may also contribute indirectly towards securing a better education for his children. The worker for adult education should not be limited in his ways of approach by restrictions..... The studies of the village adult centre, therefore, should be based on agriculture and the crafts related to it and instruction in literacy should be correlated therewith. Apart from vocational considerations and whatever the age of the student, the importance of learning by doing things in the earlier stages of education is almost universally recognized.

iii. Attendance of pupils or students already undergoing full-time instruction at adult education classes

.....There are, however obvious disadvantages in teaching boys and men together. The former tend to be a disturbing element and many adults, who are conscious of their educational shortcomings, are shy of exposing them in the presence of children. More important is the

fact that grown-up people are capable of learning at a different rate from children. Furthermore there is a distinct techique for teaching adults.

The Committee are also conscious of the risk of young children being exploited if parents instead of sending them to school in the day time can make them work during the day and attend school at night. After very careful consideration the Committee came to the following conclusions:

(a) that a boy under the age of 12 should not be admitted to an adult centre under any circumstances;

(b) that a boy, so long as he is attending a full time day school should not be encouraged to attend evening classes as well; and

(c) that subject to (b) above and wherever the numbers justify it separate classes should be organized for boys between 12 and 16.....(pp 5-6)

IV. To consider how far the problem of providing adequate facilities for adult eduction can be solved by using and developing existing agencies in (a) urban and (b) rural areas; in this connection to consider the function of the university and the Technical, Commercial or Art College in relation to adult education

.....[Existing voluntary] bodies might be invited to help, e.g. by raising funds, recruiting workers or providing buildings, apparatus and literature..In order to prevent some of them becoming sources of weakness rather than strength, strict supervision over the activities of voluntary agencies would have to be exercised by the provincial authorities responsible for adult education.

...Universities can render great service to adult education if they will expand and popularize their extramural activities...They might appoint tutors, each of whom in co-operation with other workers in the same

field would devote his whole time to stimulating the demand for adult classes in a given part of the area served by the University. The tutor would also conduct formal classes extending over two or three years for the more advanced students..... Universities should award diplomas to students who had successfully completed such a tutorial course. Facilities sould also be provided for the occasional student of outstanding ability who may be thrown up by the Adult Education Movement; to proceed to the University itself and take a degree course, with the object in view Provincial Governments or Universities or both should offer a limited number of scholarships. (pp. 6-7)

V. New ways of attacking the problem

.....Adult education in the widest sense is only one aspect of the problem of social reconstruction, the scientific study of which has not yet received the attention it deserves.

...Social Science should be taught in all Universities and that it should be related from the practical point of view and not academically. No student, for instance, should be eligible for a degree or diploma unless he has satisfactorily completed an allotted task as a social worker. Some form of educational conscription is desirable, though view differed as to the stage at which and the period for which it should be enforced.....A special body should be constituted on a national basis for this purpose.

.....Every effort should be made in every part of India to bring home to all members of the educated classes, whether men or women, their obligation to take an active part in the work of extending the benefits of literacy among their less fortunate brothers and sisters. It was felt that definite steps might be taken at once to bring this obligation home to all Government servants.

A further means of expansion may also.....be found by encouraging the formation of literacy clases, study circles and discussion groups not associated with any organization, official or non-offical, but conducted by enlightened individuals who are willing and able to collect others round them. The informality of this method

may make it particularly suitable in many rural areas where the exigencies of work or other causes make the holding of regular classes at stated hours difficult if not impracticable. The essential condition for success in these circumstances are an energetic and popular leader, a small amount of equipment in the way of lamps literature and occasional supervision and advice by the officer responsible for adult education in the area.....(pp 7-8)

VI. Supply and Training of teachers for Adult schools and classes

.....While it is recognised that in India as elsewhere, adult eduation must depend to a large extent on the services of teachers already engaged in day schools, it cannot be too strongly emphasized that success in the latter is no guarantee of suitability for the former. Children are normally under some form of compulsion to attend school, adults generally are not. An adult has to be attracted to join a class in the first instance and the power of attraction must be maintained and increased if he is to be induced to remain in regular attendance. The teacher's manner therefore should be stimulating and his matter interesting. Apart from this a special technique is required for teaching adults in view the fact that their capacity for learining differs in many ways from that of children.

.....In addition to inspectors and organizers who should themselves be experts in adult education, a nucleus of specially trained teachers who will devote the whole of their time to this particular work should be appoined. These would not only teach but would also assist in selecting, training and subsequently supervising other teachers, whether drawn from the staffs [sick] of the day schools or from outside the teaching profession.

.....Normal and training schools should also aim in future at giving their students some knowedge of the problems peculiar to adult teaching..... All workers should be provided with a handbook containing information as to the organization of the adult education movement..... (p. 10)

VII. Question of method and technique, including the introduction of mechanical aids to learning where practicable

The average adult student is a person whose interest must be continuosly stimulated until he reaches the stage when he feels attraction of leaning for its own sake. Anything that imparts variety to the teaching makes a particularly strong appeal in his case. In this connection, the use of the cinema, radio, gramophone, magic lantern, etc., in adult classes should be encouraged wherever parcticable.....

..... The educational possibilities inherent in the cinema are so great that the prospects of greatly extending its use in connection with adult edult education should be examined without delay.....(p. 10)

VIII. Provision of library facilities and of suitable reading material in (a) urban and (b) rural areas

.....Every adult school should have a library of its own or be able to obtain free books of the right kind from a neighbouring library. Grants with this object in view should be made on as liberal a scale as possible. Every library should contain books suitable for adults of limited educational attainments and should be open not only to those who are under instruction but also to those who have already been made literate.

.....If well written and well printed books are to be made available for school purposes and for the adult education movement in particular, Provincial Government should invite selected scholars to write them and should themselves assume direct responsibility for printing and publication.....(pp 11-12)

IX. Necessity for making special arrangements for women's adult education-its nature and organization

..... From the point of view of the next generation it is even more important that the mother should be educated than the father.

..... Those in charge of the adult education movement should be urged to devote special attention to the needs of women..... Special institutes and classes for women, and these wherever possible, should be under the control of women.

.....Every possible avenue must be explored in order to mobilize the army of women workers..... (p. 12)

.....A literate woman in a village should be encouraged, and paid where necessaey, to make other women literate. School children should also be encouraged to teach their mothers and sister who are illiterate. Employers who provide classes for their male employees should be urged to do the same for any women they employ. Those in charge of clinics and health or other welfare centres attended by women should coperate in propaganda on behalf of adult education for women. Social workers should advise women, and particularly those who cannot afford servants, how to organise their domestic duties so as to leave themselves as much time as possible for leisure and education. Inducements should be offered to widows to qualify themselves for work as teacher or helpers in connection with the literacy campaign..... (p. 13)

X Steps to be taken to enlist the practical support of large employers of labour, trade and professional associations, etc., in regard to the provision of adult education for their employees and members.

.....All Government departments, whether central or local, would have to make themselves responsible for ensuring literacy in their employees [and] .....in this respect Government may well set an example without waiting for legislation.....(p.14)

XI. General administrative arrangements necessary for promoting the spread of adult education, including ways and means to finance the same.

.....If the Problem of adult education is to be tackled in a comprehensive and progressive manner, the ultimate administrative

responsibility in each area, including the power to co-ordinate the activities of all agencies working in this field, must vest in a single authority.

.....Its direction should be in the hands of those whose primary interests and training are education..... In each Province the Education Department should be made responsible for adult education..... In each Province there should be set up under the control of the Education Department, a committee or Board to deal specifically with adult education.....(p. 15)

.....The literacy campaign should be pressed to the utmost during the next five years, both for its intrinsic urgency and for the contribution, which its success would make towards the solution of the primary education problem. To make this possible they suggest that the Central Government should offer a subsidy to those Provincial Governments which are prepared to carry out approved schemes.....

In addition to direct financial assistance, it was also felt that the Central Government might help the movement by allowing newspapers, books, etc. distributed by the approved authority to local centres, to be sent by post either free or at concessional rates.

xii. Advisability of starting a Central Bureau, as well as a Provincial Bureau of adult education in each province, with the object of collecting and furnishing information regarding the literature suitable for adults and giving publicity to the new methods and experiments being tried in different places

.....Whether a Bureau exclusively devoted to Adult Education should be established or whether a special department should be instituted in any existing educational Bureau is a matter for determination by the Provinces concerned. The essential point is that there should be a central source of information and advice in each area. The committee further consider that in a country as large as India, where

Provinces do not find it easy to keep in touch with each other, it would be of the utmost value to have an All-India Bureau to collect, collate and publish at regular intervals information as to the progress of the movement in all parts of the country.....(p.17)

Main Conclusions and Recommendations

1. To secure an early and effective solution of India's educational problems, the provision of facilities for adult education on the widest scale and the introduction of a free and compulsory system of primary education are of equal urgency and must be treated as complementary to one another.

2. While the literacy compaign is only one aspect of the adult education movement, the prevalence of illiteracy in India at the present time makes it the aspect to which immediate attention must be devoted.

3. Literacy is a means to further education and must not be regarded as an end in itself. The primary aim of the compaign must be not merely to make adults literate but to keep them literate. To achieve its object the attack must be launched on the widest possible front with the help of every agency, human or material, which can in any way contribute to its success. Continuous and effective propaganda of all kinds is essential.

4. Efforts should be directed in the beginning to persuade illiterates voluntarily to undergo instruction. If a voluntary system fails to achieve its subject, ways and means of bringing pressure to bear on illiterates should be explored.

5. In a movement of this Character the utmost freedom must be allowed to experiment and regard must be had at all times to local conditions. No useful purpose would be served by attempting to prescribe methods or draw up a code applicable to India as a whole. Valuable assistance might, however, be afforded to Provincial Governments and other authorities responsible for adult education if

a committee of experts were appointed to report on questions of teaching technique and survey the result of experiments.

6. Whatever subjects are introduced into the curriculum and whatever the teaching methods adopted, the form in which instruction is given must be intelligible and interesting to the student and the instruction itself should be closely related to his occupation, his personal interests and the social and economic conditions under which he lives.

7. It is necessary and inexpedient in view of the circumstances prevailing in India to draw any rigid distinction between adult education in the strict sense and technical, commercial or art instruction or to regard the latter as falling outside the sphere of the former. The easiest way of approach to many adult students may be through subjects of a vocational character.

8. With a view to defining what is meant by an adult it is recommended:

(a) that a boy under the age of 12 should not be admitted to an adult centre under any circumstances;

(b) that a boy, so long as he is attending a full time day school, should not be encouraged to attend evening classes as well; and

(c) that subject to(b) above and wherever the number justify it separate classes should be organized for boys between 12 and 16.

It is unecessary to fix any age limits in the case of girls who wish to join adult classes for women.

9. Every effort should be made to enlist the help of voluntary agencies. Classes run by reputable associations should receive every encouragement and bodies whose primary objects are not educational need not be excluded if adequate safeguards are

provided against any risk of the movement being used for religious or political propaganda.

10. Universities should be urged to expand and popularize the work of their extra-mural departments and provide opportunities for adult students of exceptional ability to take a university course.

11. An extension in the number and scope of institutions providing technical, commercial and art instruction is urgently needed, and subjects of a cultural or recreational kinds should be included in their curricula.

12. Adult education is a branch of social reconstruction. Social Science in a practical form should be taught in all Universities.

13. The possibility of making a period of social service obligatory on all students in Universities and pupils in the upper forms of high schools should be carefully examined. Pending the setting up of a special committee for this purpose a strong appeal should be made to all educated persons, and in particular to Government servants, to render voluntary service in connection with the literacy campaign.

14. Mechanical aids to learning such as the radio, the cinema, the gramophone and the magic lantern can be used with great effect in adult education. To enable them to be employed much more widely than at present steps should be taken to increase the supply and reduce the cost. Information on this and other point should be collected and distributed by the Bureau of the Central Advisory Board of Education.

15. An adequate supply of trained and competent teachers is the fundamental need in adult as in every other branch of education. Teachers in day schools may be expected to form the nucleus of this supply but in view of the fact that teaching methods which are successful with children are not always suitable for adults, they will require a special course of training. It is recommended that the course of training in the normal schools should include instruction in the technique of teaching adults.

16. It will be necessary to supplement the professional teachers by a large body of helpers drawn from other occupations. The training of these is an essential preliminary to their employment, particularly if they are to be in charge of classes.

17. Every Province should appoint Inspectors and Organizers expert in and able to devote their whole time to adult education. The appointment by at least one Province of a number of full-time teachers for adult work only is a commendable experiment.

18. The movement so far has depended very largely on unpaid service but it is responsible to anticipate that it will soon require a very considerable proportion of paid workers, especially when the demand arises for instruction beyond the stage of mere literacy. The financial implications of this, including the rates of pay and conditions of service to be offered, are matters for local consideration.

19. A library is an essential adjunct to every adult education centre. Liberal grants should be given to increase the number and size of libraries, particularly in rural areas, and to assist the production of suitable literature. The Central Government should help in the distribution of books and other literature by granting special postal concessions. Provincial Governments should take immediate steps to deal with the present unsatisfactory state of affairs so far as the supply of text books is concerned.

20. The importance of a wide expansion of facilities for adult education is even more important in the case of women than that of men. The methods of approach in the case of women must be at once more varied and less formal.

21. Illiteracy is not confined to the village; a large proportion of the workers in urban areas is also illiterate. In this connection it is essential to secure the co-operation of employers of labour and associations of workers. The question of levying a tax on those employers of labour who do not make adequate provision for the education of their employees is worthy of consideration.

22. It should be obligatory on all Government departments, central and local, to ensure that their staff are literate.

23. The progress of the Adult Education Movement can only be ensured if its control in each Province is vested in a single authority. That authority should be the Education Department. It should be the duty of the Education Department(a) to establish satisfactory contacts with other authorities in the province concerned with social reconstruction, of which adult education is a part and (b) to delegate authority to such subordinate bodies and to appoint such officers as local circumstances may require for the effective organization and supervision of the movement.

24. The cost of the literacy campaign alone apart from other essential developments in adult education will impose a very severe strain on the resources of the most Provinicial Governments. In view of the extreme importance of bringing the campaign to a successful conclusion at the earliest possible date, the Central Government should afford financial assistance to the Provincial Governments which are prepared to carry out approved schemes within the next five years.

25. In each Province there should be established a Bureau to collect and distribute information with regard to the adult education movement. There should also be a Central Bureau to collect, collate and publish at the regular intervals information as to the progress of the movement in all parts of the country. The Bureau of the Central Advisory Board of Education should be equipped to undertake this latter function.

26. The returns as to literacy in the Census Report should be so amended as to make them more useful for educational purposes.

2. A SCHEME OF SOCIAL EDUCATION IN INDIA

Report of Adult (Social) Education Committee of the Central Advisory Board of Education, 1948 in proceedings of the Sixteenth and Seventeeth (Special) Meetings of the CABE held at Calcutta in January 1950 and at New Delhi in April 1950, **New Delhi: Manager of Publications, Government of India, 1950. Annexure II pp. 4**

Chairman: Hon'ble Shri Mohan Lal Saksena (Minister of Relief & Rehabilitation).

Members

1. Mr. Humayun Kabir (Joint Educational Advisor to the Government of India, Ministry of Education).
2. Dr. Mata Prasad (Principal, Royal Institute of Science, Bombay).
3. Mr. K.G. Saiyidain (Educational Advisor to the Government of Bombay).
4. Dr. V.S. Jha (Director of public Instructions Nagpur).

Terms of Reference

To develop a scheme for Social Education in India.

EXCERPTS

That in view of the far-reaching implications of the scheme, it should be called "A SCHEME FOR SOCIAL EDUCATION" instead of "A SCHEME FOR ADULT EDUCATION AND LITERACY".

The Committee is of the opinion that a new orientation must be given to schemes for the education of the adult. Till now Adult Education has been largely confined to literacy work. The Committee recognizes the value of the ability to read and write, as it opens to the adult new avenues of knowledge and opportunity. The Committee, however, feels that the present socio-economic set-up in the country demands a more direct approach. One immediate task is to improve the standard of life and culture of the adult and turn him into a healthier, happier and better citizen. The work of literacy must go on and special efforts must be made to achieve the target of 50 per cent literacy in the course of the next 5 years. Even greater emphasis must, however, be placed on the social aspects of education.

The OBJECTIVES of such social Education may be defined as follows:

(a) To instil a consciousness of the rights and duties of citizenship and foster a spirit of service to the community.

(b) To develop a love for democracy and impart an understanding of the way in which democracy functions.

(c) To disseminate knowledge of the outstanding problems and difficulties facing the country and the world to-day.

(d) To develop a love for the pride in our cultural heritage through the knowledge of our history, geography and culture.

(e) To teach the simple laws of personal and community health and develop habits of hygiene and cleanliness.

(f) To foster the growth of the co-operative spirit as a way of life.

(g) To provide training in crafts both as a hobby and as a means to economic betterment.

(h) To provide cultural and recreational facilities by way of folk dances, drama, music, poetry, recitation and other ways of spontaneous self-expression.

(i) To provide through these various activities as well as through reading and discussion groups, an understanding of the basic moral values.

(j) To give a reasonable mastery over the tools of learning reading, writing, simple arithemetic and to create an interest in knowledge.

(k) To provide facilities for continuation of education through libraries, discussion groups, clubs and institutions like peoples Colleges (pp. 115-116).

That the scheme for Social Education be designed for the purpose of imparting education to the population between 12 and 45 years.

That the Central Government be requested to appoint a Board of experts and technical men to examine the provincial schemes, to recommend to the Govt. of India the payment of necessary grants for these themes from the Central revenues, to advise on and make arrangements for the preparation of literature and audio-visual aids for use throughout the country, particularly films, charts, maps, posters and gramaphone records etc., to co-ordinate activities of the Provincial Governments in the field of Social Education, to receive periodical reports of the working of the scheme in different Provinces and to suggest legislation & other administrative action for mobilizing students, Government employees and refugees for furthering the scheme of Social Education. The Board should meet at last twice a year and visit provinces as & when necessary. The Board should have a whole-time Secretary.

That for furthering the schemes of Social Education, the Govt. of India should arrange to send Educationists, if possible, at least one from each state, to foreign countries experimenting with Social Education particularly the United Kingdom, the United States of America, Russia, China and Maxico.

That besides utilizing the services of students and teachers, an all out effort should be made to utilize the services of refugees and other Government employees who may be available or have been retrenched, and they should be specially trained for working out the scheme. The Board proposed above should suggest methods for utilizing all available personnel for social service.

That legislation for compelling employers to provide facilities for the education of their employees should include a provision to the effect that the cost incurred by the employers on the education of their employees may (subject to the approval of the Provincial Education Department) be admitted as legitimate charge on the expenses of establishment of the concern, for the purpose of assessment of income-tax.

That one Education Centre be started in each primary school and at least two such centres in each secondary school, and adequate remuneration be given to the teachers for this additional work.....(pp. 116-117)

That Research in the methods of teaching the adult be encouraged.

That on the recommendations of the Provincial Education Department, special allotment of paper be made for writing, publication of books, journals etc. for the purpose of social education.

That the Provincial Governments be requested to provide increased facilities for printing books and other literature connected with Social Education at the Government Press.

That the Provincial Governments be requested to encourage the preparation of literature for use by adult literates and other workers in Social Education.... (pp. 117-118)

Appendix 'B' (Syllabus)

No attempt is made to give a rigid syllabus for the (different) aspects of Social Education. It should be allowed to shape itself out of the actual local needs of the teacher and the taught.

I. The Content: The content of Social Education is 5-fold.
   1. Health and Hygiene.
   2. Family and Community living.
   3. Vocations.

4. Literacy and cultural activities
5. Recreational activities.

The five-fold field is amplified as follows:—

1. Health and Hygiene: Food and drink-Temperance-Care of body and its parts-clothing-personal cleanliness, and sanitation-Importance of sun, air and water-common diseases and their treatment.

2. Family and Community living: Relationship of individual members in the family-Care and welfare of children-Management of the home-Home economics-Family in the Social context-Marriage etc.

3. Vocations: (i) Agriculture: soil, seeds, sowing and planting; Rotation of crops, seasons-Manures-Protection of Crops, Cooperative (ii) Cottage industries-Spinning and Weaving-Newer and Durry making, knitting, net-making, Basket-making, Elementary carpentary, Leather work, Cane-work, Soap-making, Fruit preservation-Principles of Co-operation-credit and banking-buying and selling-farming.

4. Literary and cultural activities: (i) Very simple reading and Letter writing-Filling in of money-order forms-simple every day arithmatic.
(ii) Elementary knowledge of village, district, Province, country and of the world-Stories of great men.
(iii) Self-Government-Duties of citizens-Meaning and importance of vote-Panchayat system-Local and District Boards-Municipalities-Home Legislatures.
(iv) Laws, social conventions and orderliness, Courtesy, co-operation and tolerance.
(v) Value of Libraries.

5. Recreational activities: Indoor and out-door games-sports-Folk dances-Community singing-Plays-Film shows, Hobbies.

II. Duration: Social education should be conducted for two hours daily, separately for each of two age groups (12-21) and (21-45) and should last six months. Tuition in the first 4 items of the programme (health and hygiene, family and community living, vocations and

literary and cultural activities) should be given on 5 days from Monday to Friday. Saturday and Sunday should be reserved for recreational activities. All adults attending the classes will be given a test at the end of their 6 months of works. Those who succeed in the test will be awarded badges or certificates of literacy. Prizes will be given for those who show merit.

III. The basic medium of instruction will be the spoken and the written word. However, all available visual and audio material should be made to supplement the oral medium. (p. 114)

3. SOCIAL EDUCATION LITERATURE

Report of the Committee on Social Education Literature 1952–In Ministry of Education, Bureau of Education, India *Proceedings of the Nineteenth Meeting of the Central Advisory Board of Education in India held at New Delhi in March 1952* New Delhi: Manager, Publications Govt. of India, 1953 pp. 4

Chairman: Prof. Humayun Kabir (Secretary to the Government of India, Ministry of Education, New Delhi)

Members

1. Shri L. Bullayya (Special Officer for Libraries Government of Madras, Madras).
2. Shri A. R. Deshpande, (D.P.I., Social Education Madhya Pradesh).
3. Shri A. Kazmi, (D.P.I. Jammu & Kashmir).
4. Shri Madiah Gowda, (President, Adult Education Council, Mysore).
5. Dr. B. B. Samant, (Education Officer, Bombay Govt.)
6. A representative of Government of West Bengal (Miss Karunakana Gupta).
7. Shri D. B. Shastri, D. D. P. I. (Social Education, Bihar).
8. A representative of Govt. of Orissa (Shri D. Panigrahi).
9. A representative of Govt. of Madras (Shri Bullayya).
10. Shri Hamid Ali Khan (Managing Director, Maktaba Jamia, Delhi).

11. Shri S. R. Ranganathan (Professor of Library Science, Delhi University).

EXCERPTS

.....There was need for publishing an encylopedia giving information and attractive reading material on subjects of general interest, and of a book or books which will offer guidance to social education workers in the methods and mechanisms of Social Education....

Two factors arise in fixing priorities of the fields:-

1. The agencies responsible for the production of Social Education literature, and

2. The field to be covered by the agency. (p. 164)

.....The priorities in subjects will have to be fixed according to national needs.....

For the Central Government the priorities shall be in the following order:-

1. Production of a Teachers' Handbook - and Guide books for teachers.

2. Continuing of their present publication programme.

3. A bibliography of Social Education books in various Indian languages.

.....For the States, priority should be given to the production and promotion of supplementary and advanced reading material. The priorities within the subject field were to be determined by regional and national needs.

With regard to production of primers the State Government should confine itself to laying down the specifications and standards, leaving the actual publication of primers to the trade. Where, however, it was premature to leave such work to private publishers, the State itself could undertake it. The same held good for alphabetic charts, posters etc. ..... The publication of Social Education periodicals should be left to the trade.

.....A list of classics in each language may be made out and the classics reedited from the point of view of neo-literates and brought out in a uniform series at low prices. It was considered that this would appreciably solve the problem of advanced reading material at the general cultural level.

Folk songs and folk literature (including folk drama) should find a prominent place in supplementary and advanced reading material.

The problem would then mainly be of producing material bearing in modern problems, and needs such as health, economic problems, promotion of national outlook, community problems, fighting of social evils etc. ..... An attempt be made out at the regional level to determine subjects on which there was need for adult reading material, and the needed mateial may then be got prepared. In doing so ..... drama as a form should be utilized as much as possible and, further, if suitable books could be written out, the craft-centred approach should be attempted, which will attempt to link up with certain important selected crafts, pursued by groups of persons, the various items of knowledge-technical, social, cultural - which are to be taught at the level of adults who have or are about to complete the first stage of literacy.

Small folders should be brought out on different topics.

.....Social Education authorities should watch writers in the market and encourage good ones.

Education authorities should invite writers to write books etc. through competitions. (p. 165)

Education authorities should give prizes for the best books published in a year.

Education authorities should ask officers in service or teachers in Universities and Schools to compile, write or translate books on suitable subjects.

Education authorities should purchase a number of copies of books published by private firms etc.

.....The State Library Associations wherever they exist, should be requested to draw up bibliographies of the existing social education literature. In this connection State Governments may be requested to afford facilities to State Library Associations for preparing bibliographies by an actual examination of copies of published books by a person authorised by the State Library Associations.

Social Service workers, e.g., workers of the Kasturba Memorial Fund, Servant of Indian Society, the Y.M.C.A., the Social work Schools can be tapped for suggestions on subjects on which Social Education literature was needed.

Government officers and teachers in colleges can be asked to write books in the field of Social Education. ...Some Training Colleges were doing useful work in the teaching of adults and they should be asked to publish important results achieved by them. Similarly, adult education workers in general should be requested to publish their worthwhile experiences about the methods and organisation of social education.

.....State Governments can give social education literature published by themselves at cost price to other interested State Governments.

State Governments may allow other State Governments or publishers in other states who have been sponsored for the purpose by the State Govenrments concerned, to allow free translations or adaptations of Social Education material published by them.

State Governments should send to the Government of India a gist of any book in the field of Social Education, published in the State which in their opinion deserves to be translated in other Indian languages. They should state the reasons for their recommendations. (p. 166)

Publication Division of Government of India may be requested to

publish some of these books and pamphlets on a level of language suitable to adults with low literacy skills. A similar request may be made to State Publicity Department.

State Governments should supply to Government of India quarterly, an annotated list of social education material published in the State.

The following methods may be tried out to economise costs :

1. Utilizing text and/or blocks of a book published in one language for bringing it (or its adapted version) out in another language.

2. Availing, if otherwise suitable, of any help from commercial firms by way of providing useful illustrated material

3. Ensuring sale of large editions.

4. Tapping foreign sources for blocks etc. (p. 167)

4. OPERATION OF SOCIAL EDUCATION IN INDIA

Report on Social Education, New Delhi : Committee on Plan Projects, Government of India, 1963. pp.77.

Chairman : Shri B.N. Jha (Vice-Chancellor, University of Jodhpur)

Members

1. Shri K.K. Joshi (Chief, Education Division, Planning Comission)
2. Prof. T.K.N. Menon (Director, Extension Programme for Secondary Education and Principal, Central Institute of Education).
3. Shri I.N. Menon (Retd. Director of Public Instruction, Travancore - Cochin).
4. Shri Jagdish Singh (Committee on Plan Project - Member Secretary)

Terms of Reference

(i) To enquire into and report on the present position of various types of programmes undertaken at the centre and in the states in Social Education.

(ii) Make suggestions on any aspect of the programme with a view to:—

a. effecting economy and efficiency in the utilisation of resources ; and

b. expediting the working of the programmes.

(iii) Social education may be studied in relation to :

a. adult literacy and adult education programmes; and

b. the work done by various agencies (Government and non-Government), and particularly the schemes of the State Government Ministries of Community Development and Co-operation, Education, Labour and Employment and the Central Social Welfare Board.

(iv) In addition to make such recommendations for improvement as may be relevant to the success of the programme referred to above.

SUMMARY OF RECOMMENDATIONS

Administration

.....Only an autonomous agency could execute the programme of social education effectively.....

(i) A Central Board of Social Education may be set up to advise on planning and execution of the programmes of social education, to coordinate them and to lay down standards at different levels.

(ii) The aims and objectives of the Board would be:—

(a) Creating public opinion for social education;

(b) encourating formation of voluntary organisations;

(c) taking effective steps to see that social education programmes are adequately financed;

(d) securing public participation;

(e) laying down standards for qualitative improvement of the various programmes of social education;

(f) encouraging promotion of the supporting services of social education, such as production of literature, carrying out research, training etc.
(g) collelcting statistics and publishing periodical reports; and
(h) establishing coordination in social education work being carried on by different Ministries, State departments and voluntary agencies.

(iii) This Board should have independent staff capable of enthusing people for launching a movement which will not only bring light and learning to the people but will bring about a change in their way of life.

(iv) As a first step to the setting up of an autonomous organisation, an Advisory Board on Social Education may be set up, whose advice, by a convention, should be given due weight and, if there are no insuperable difficulties, should be treated as binding on all concerned.

(v) This Board may be constituted by the Ministry of Education in consultation with the concerned ministries and State Government. The Union Education Minister should be the Chairman of the Board. The Board should have representative of the Planning Commission, of various Ministries of the Government of India dealing with social education, the National Council of Educational Research and Training, State Governments and union Territories, important voluntary agencies of standing in the field of social (adult) education, the University Grants Commission and the Inter University Board. some important persons in the field of social education should also be nominated on the Board.

(vi) The Board should have a separate administrative machinery to be provided by the Ministry of Education. It should have a whole time secretary.

(vii) Besides, it should have some study unit consisting of 3-5 experts who will survey the position from time to time and pose issues for consideration by the Board.

(viii) The Board should constitute separate committees for dealing with such important aspects of social education as literacy, production of literature for neo-literates, libraries etc. These committees should have the right to co-opt members.

(ix) Similar Boards should be set up at the State, and in due course, at the Taluka, and Panchayat levels, if considered necessary. .....(pp. 43-44)

I. Adult Literacy

Promoting Literacy Programmes

1. Literacy should be given its proper place in the comprehensive programmes of social education.

2. There is an urgent need to create an atmosphere for wiping out illiteracy at all the levels for which the various media of publicity may be utilised.

3. It is necessary to promote an all-India movement for the abolition of illiteracy enlisting the support of political and educational leaders in the country. This movement needs to be set up at all levels of the country's administration-all India, State, District, Block and Panchayat. It should have vital links with various types of people's organisations.

4. Literacy should not be treated as a responsibility of one single department. Each department of the State and Central Government should be required to report regularly and periodically to the Central / State Board of Social Education on its efforts to eradicate illiteracy from its own employees.

5. Adult literacy is largely a matter of leadership...The function of leadership in literacy is three-fold—to give the literacy movement a prestige which it badly needs, to intergrate literacy ideologically into the concept of new India emerging from the old and to make literacy into a popular movement, and to harness peoples energy to fight out illiteracy.

6. Outstanding workers in the field of social education should receive the honour and prestige which normally comes to workers in other fields.

7. It may be desirable to enforce compulsion for the age-groups 15-25 and 26 to 40 in suitable stages.

8. For the age group 11-14 suitable educational facilities (including continuation education) may be made at the adult literacy centres until universal elementary education is enforced...(pp. 32-37)

II. Role of Various Agencies

(A) *Government Departments*

9. State Government should assess manpower requirements of various projects which create employment in the areas in which the projects will be located and promote literacy and other training programmes to enable the local people to qualify themselves for the job.

10. The State Governments may take up integrated programme of education starting from the Fourth Plan. They may work out a coordinated and composite plan for various sectors of education.

11. The State Governments may draw detailed plans for school education for children of various age-groups with a programme of adult literacy for the population in the age-group 15-45 with a view a ensuring that, after, say 1975 or 1980, no adult is illiterate.

12. Literacy of primary school standard should be made compulsory for all class IV employees of the State and Central Government departments. Those illiterate employees who are below the age of 45 should be given a chance to acquire this

standard of literacy within a specified period of 3-5 years. The department concerned should provide facilities for them to acquire literacy. Financial provision for such expenditure should be made in every department.

13. Adult literacy classes should be a part of the daily routine for prisoners in jails all over the country.

(pp. 37-38)

(b) Panchayats and Local Bodies

14. Panchayats in rural areas and municipal bodies in urban areas must take up the responsibility of promoting and imparting literacy.

(p.33)

(c) Educational Organisations

15. Educational organisations all over the country, including Universities, should fulfil a three-fold task in respect of literacy.

(a) there should be a place within the reach of every illiterate adult where he can go to obtain literacy;

(b) the educational institutions should take up the responsibility of training a large number of people in teaching literacy to adults;

(c) educational institutions, particularly teacher training institutions and research institutions, should take up research into the methods of literacy and bring out instructional material of quality.

(d) Industrial Establishments

16. If the number of illiterate employees in an industrial establishment in the public / private sector is fairly large, it should be its responsibility to run adult literacy classes for

such workers before and after the scheduled working hours, expenditure on which should be considered as a legitimate expense.
(p. 37)

(e) Voluntary Organisations

17. Voluntary Organisations should be encouraged and promoted, in large numbers at various levels to assist in the all-India movement for wiping out illiteracy. They should be assisted financially and given necessary technical guidance.
(p. 41)

III. Personnel

18. Cooperation of the Headmaster / Headmistress and the resident school teachers may be enlisted for carrying out adult literacy programmes. A small committee may be constituted for the purpose on which local organisations (including Panchayats) are represented. The Headmaster / Headmistress may act as a Secretary of the Committee.

19. If residential accommodation in a village is not available for primary / middle school teachers, steps may be taken by the authorities concerned to provide such accommodation. Provision of free residential accommodation may be desirable for at least one school teacher as an incentive to enable him to assist in the adult literacy programme. Where the Headmaster / Headmistress is unable to stay in the village due to certain unaviodable circumstances, option may be given to the staff that at least one of them resides in the village.

20. The Headmaster / Headmistress of the resident school should make arrangements that school premises are available, after school hours, for adult literacy classes to be conducted by the school teacher or by any other village organisation.

21. Only tranined teachers should be employed for adult literacy

classes. For school teachers, courses of short duration lasting 2-3 weeks may be adequate. In the case of other workers, training courses of 4-6 weeks may be organized.

(pp. 31-38)

IV. Supervision

22. The Social Education organiser, the Headmaster / Headmistress of the local school should collaborate for purposes of periodic supervision / inspection of the adult literacy classes. If circumstances so demand, a suitable allowance may be sanctioned to the Headmaster / Headmistress for this purpose.

23. The School Inspector may hold periodical conferences in the villages to check on the progress of adult literacy.

(p.32)

V. Training of Workers

24. Teachers training institutions should organise adult literacy courses.

25. Schools for training of literacy should be set up in each state on a long-term-basis.

26 Social Education Organisers' Tranining Centres should lay greater emphasis on imparting training for adult literacy programmes.

VI. Syllabus

27. A uniform syllabus for the first and second stages of literacy should be laid down for the State as a whole and for each language group.

28. The literacy course may be divided into several stages but the objective should be functional literacy and nothing short of it. At the end of each stage an examination may be conducted and a

certificate given to adult indicating his / her satisfactory attendance and achievement.

29. Every State Government should bring out a State literacy Guide in which they should lay down details of facilities they are providing for people to acquire literacy and the cooperation they expect from the people and their organisations.

(pp. 34-35)

VII. Literature

30. There is urgent need for proper planning for the production of suitable books for adults in different stages of literacy. This project may be undertaken by a suitable agency, official or non-official which has necessary resources and expertise.

31. It is desirable that suitable books for social education workers and administrators be produced.
(p.35)

VIII. Supporting Sevices

32. State Governments should provide supporting services necessary for an effective literacy porgramme; (a) syllabus; (b) primers, readers and supplementary materials; (c) hand-books; (d) audiovisual aids; (e) a common system and standard of examination in literacy; and (f) an effective libary system.

33. A system of public Library Service, as envisaged in the Report of the Advisory Committee for Libraries (1958), should be organised in every State as an integral part of their educational structure, giving service to neo-literates alike. Enactment of library legislation, along the lines of the Model Library Act prepared by the Ministry of Education, may be taken up by each State Government immediately.

IX. Continuing Education

34. Proper arrangements should be made for further and continuing education by organising (a) adult schools; (b) evening

colleges; (c) correspondence courses; and (d) refresher courses. State Governments should give grants-in-aid and other facilities to organisations prepared to take up such programmes.

35. Facilities for part-time / further education may be provided by the State Government for the age groups beyond 11 years, according to the different States of mental and physical growth, in order to clear the backlog of illiterate youth and adults.

X. Research

36. There is great need for research in social education relating to problems faced by field workers.

37. National Fundamental Education Centre is appropriate organisation for coordinating research in this field.

Miscellaneous

38. The working Group on General Education, set up by the Ministry of Education, may take up the general programme of education, for the age groups not covered by primary education, on a 15-20 Year basis, for the Fourth and succeeding Plans.

39. Funds for the age group 11-14 may be provided under primary education.

40. If with a given quantum of literacy effort, the literacy status of urban population can be improved much faster and to a greater extent than that of rural population the possibility of making use of the unutilised funds for the urban area may be explored.

41. In order to avoid duplication of efforts and for effecting economy of expenditure it would be desirable to bring about a close collaboration between the State social welfare Advisory

Board and the State Education Department in respect of Social Education Programmes for women.

42. It may be desirable, in due course, to make literacy a qualification for election to certain public offices in panchayats, Panchayat Samities, Zila Parishads, etc.

(pp. 15,34,36,38)

APPENDIX XVII

Syllabus for the first test (stage) in the Social Education (adapted from the Bombay Syllabus)
Annexure A to letter No F. 33-11/62, S.W.I. from the Ministry of Education to the State Govts.

I. Language

1. *Reading*

Reading any primer and any simple book (not very different from the Departmental First Reader). Reading the headlines of the newspapers and simple sentences clearly written on the blackboard. Conjunct consonants of most frequent occurrence need only be introduced.

2. *Writing*

Writing simple sentences with common words, not containing conjunct consonants: signing one's own name, and writing one's full name and address, as also names of nearest relatives and things commonly used. Writing a short letter containing simple everyday news. The adult should be able to write each word separately. Use of full point.

II. Arithmatic

1. *Simple Arithmatic*

a. Counting up to 100 (arranging groups of 10. up to 100).

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b. Writing and reading number up to 100.
c. Multiplication tables of 2 x 5 ; 3 x 5 and 4 x 5 only.
d. Idea of a fraction: ½. ¼. ¼ Writing these in the regular symbols.
e. Adding and substracting of numbers upto 20 only.

2. *Practical Arithmatic*

(1) Idea and recognition of:
a. All coins and currency notes upto Rs. 10.
b. Seer, Tola, Paylee, etc. (The local weights and measures). The adult should be able to find the weight of a given thing and to weigh a thing of a given weight.
c. He should be able to measure grain by paylees and seers and keep a note of the quantity measured.
d. A yard, a foot and an inch. He should be able to measure the length of a given piece of cloth.
e. In rural areas, he should have a rough idea of a bigha and an acre.

(2) Giving change for a rupee after deducting a given amount.
(3) Simple Calculations required in practical life with the help of tables already studied.

III. Health and Hygiene

a. The importance of cleanliness-effects of uncleanliness with special reference to any unclean habits prevalent in the locality. Personal cleanliness (body and clothes) and social cleanliness.
b. Sanitation–how and why to keep surrounding clean. Disposal of waste matter, rubbish, etc. Trench and bore-hole types of latrines.
c. Balanced diet–what it includes, suitable diet for children, adults and patients.
d. Importance of pure water-dangers of impure or dirty water.
e. Need of rest, use and misuse of rest. Exercise for

young and old. Sleep-duration of sleep for children and adults.

f. Regularity of life, health habits.
g. Mental health.
h. Importance of proper light and ventilation.
i. The common diseases. How to prevent them. Popular but wrong ideas and beliefs about diseases.
j. Maternity, pre-natal and post-natal care, bringing up children (for women).
k. First-Aid to the injured (Elementary).

IV. General Knowledge

A Civics

The family–the home–the principle of cooperation. Family Planning.
How we are goverened.
Local self-government-local board-gram panchayat.
Local Officers and their duties-policeman, patel, etc.
Duties and rights of citizenship-respect for law and order.
Elections, the vote, what is means.

B History

1. Stories from the epics.
2. Incidents or stories from local history and lives of saints and great men of India.
3. Story of our Struggle for independence.

C Geography

The cardinal points–finding them during day and night. The season, almanac, tides, moonrise, etc. The local geography from the economic points of view-resources, imports and exports.
Important regions in India–the people, their occupations, what we grow, what we import and what we export.

(D) Every Day Science (in urban areas)

Science in every day life-some information in broad outline of the various appliances and machines, etc. usually met with.

(E) Practical Knowledge.

a. The post office letters, money orders. etc.
b. The postal Saving Bank. National Saving Certificates. etc.
c. Reading a calendar.
d. Telling the time from the watch or clock.
e. Evils of drinking.
f. Information about the nearest Schools, police stations, post offices, dispensaries, hospitals (human and veterinary). Cooperative banks, Social Education Centres, Agricultural farms etc.

V. Principle and Practice of Cooperation.

Importance of the Principles and Practice of Cooperation in life. Activities of the Cooperative Department.

The Cooperative Shop, The Cooperative Bank. Dangers of indebtedness.

VI. Recreation:

Bhajans, songs, garbas, fugadils, local games and Kavi Sammelans, etc.

VII. Local Crafts and Handicrafts. (pp. 72-74)

5. CONCEPT OF SOCIAL EDUCATION

Report of the Standing Committee of the Central Advisory Board of Education on Social Education in proceedings of the Thirty Second Meeting of the CABE held at Chandigarh 1965, Delhi : Manager of Publications, Government of India, 1966, pp. 7.

Chairman: Dr. M.S. Mehta (Vice-Chancellor, University of Rajasthan Jaipur).

Members:

1. Dr. D.P. Mishra (Wright Town, Jabalpur).
2. Shri Satyacharan (M.P. Rajya Sabha, 79 South Avenue, New Delhi).
3. Dr. Sarojini Mahishi (M.P. Lok Sabha, 149, North Avenue, New Delhi).
4. Smt. Alkamma Devi (M.P. Lok Sabha, 177, North Avenue, New Delhi).
5. Smt. Susheela Pai (29, Sagar Darshan, B. Desai Road, Bombay 26).
6. Shri N. Bhadriah (President, Mysore State Adult Education Council, P.B. No. 2, Krishna Murthipuram, Mysore).
7. Dr.T.A. Koshy, Director, National Fundamental Education Centre, 36, Friends Colony, New Delhi).
8. Shri A.R. Deshpande (Advisor, Social Education, Ministry of Education, New Delhi) Member Secretary.

Terms of Reference

i) To formulate aims and objectives of Social Education in relation to the changing conditions and needs.
ii) To submit plans for future development and indicate the priorities for them.

CONCEPT OF SOCIAL EDUCATION

The concept of social education has grown out of the concept of adult education. Social education is, infact, adult education with greater emphasis on its social implications. Adult Education was known and practised in India from the last quarter of the 19th century. Its contents were, however, limited mostly to literacy work. Gradually, a realisation dawned that mere literacy work fails to create interest in the adult population and also does not produce results which can be sustained. The scope of the content of adult education was, therefore, enlarged to include general education also and it was considered necessary to link adult education with the life of the people...

It included elements of education for democracy, citizenship and health, and education for desirable social change. This comprehensive concept of adult education was called social education for the reason that the emphasis was on the social aspects of education.

What Social Education Means

The objectives of social education are to bring about a desirable social change by acquainting people with the ever-changing currents in social, economic and political life and to install in them a faith in themselves and in the future of their country. It seeks to inspire them to take a living interest in the affairs of the State and its plans and programmes of development and in the many problems of social reconstruction. The wider objectives of social education are to make the people understand the significance of the period of transition and

its dangers and to train them to be prepared to combat anti-social activities. Understanding has to be developed among people so that they live happily in peace with their neighbours and unite against elements which tend to disintegrate social life. Education for healthy life, to keep homes and surroundings clean and to make life useful and enjoyable is an essential part of social education. The need to train people to organise the economic and social life on a cooperative basis and to develop in them in a practical way a sense of their responsibilities for social, and national security is also included in the broader concept of social education.

Social education thus aims at improving the life of the individual by educating him in better skills and by creating in him an understanding and knowledge of the technological advances which science has made. It enables him to find full expression for his creative urges through healthy cultural and recreational activities and pursuit of hobbies. In relation to the society in which he lives, social education aims at enabling him to be a useful member by educating him to organise groups to solve the problems which the community is facing. Social education also enables the community to better its social, economic, political and moral life so that the community may fulfil its duties towards the nation. Lastly, social education also aims at developing tolerance and international understanding so that people of the world may live together in peace and harmony.

Knowledge of reading and writing is no doubt of great help. Literacy is , therefore, an essential ingredient of social education. Education in reading and writing ,should not, however, be treated as a thing apart. The will to become literate is evoked among illiterate adults only if literacy can be made to serve some valuable purpose in the life individual and of the people. Education for better life, need not, therefore, be made to wait till full literacy is obtained. Campaigns for education of illiteracy are, therefore, not taken up independently but as a part of comprehensive effort of social education.

Social education has to be related to the life of the people if it is to have a real meaning for them. It has to be education for better life in all its aspects–work, rest and recreation.

Social education also aims at providing further and continuing education for those people who desire to acquire more knowledge. It is a life long process since it provides education for all people for all time by creating in them an urge and a desire for more knowledge on various subjects, not only to gain higher skills in vocations but also knowledge for its own sake. Knowledge should reduce differences between different sections of society not only in social and economic spheres but also in intellectual and cultural standards.

The best measure of a nation's strength is the quality of its intellectual resources. Social education is directed towards this end and, therefore, aims at providing opportunities for all classes and for as large a part of population as possible to enjoy benefits of liberal education, to as large an extent as possible. Thus, social education properly understood is a part of adult education, which has a vast field. Those fields of adult education are also of immense importance and deserve proper attention and appropriate action.

Social education is "informal" as against "formal" education and is meant for adult men and women both as individuals and as members of their communities, for ensuring for them a fuller and more useful and productive life.

The concept of social education can be as follows :

(a) Social education is adult education

(b) Social education is education for a desirable social change.

(c) Social education is education for betterment of individual, social, economic, political and moral life.

(d) Social education is education which enables a community to assume direction of its own development

(e) Social education is education for better work, better rest, better use of leisure and better recreation.

Numerous activities - educational and organisational - will be necessary to realise the objectives of social education. A programme of social education is build up of activities selected according to the

needs of the people in the particular area and as adjusted to their cultural level. The activities will, therfore, differ from place and from community to community. Since the concept of social education is, in essence, education for betterment of life, the activities will be numerous and as varied as the life of the people. The criterion for determining whether a particular activity is a social education activity or not is whether it is an educational activity which provides learning opportunities for the people and stimulates a spirit of self-improvement and co-operation in them. Such activities can be classified under certain broad headings keeping in view the objectives of social education. A classification which is not exhaustive but indicative can be as follows:

(a) Activities for Imparting Knowledge – These include a drive against illiteracy and ignorance, organising literacy compaigns and literacy classes, holding vacation camps for social education with the aid of student and teacher volunteers, group discussions on health, sanitation and citizenship problems and numerous follow-up activities intended to prevent relapse into illiteracy and ignorance. These follow-up activities cover a wide range. Production of literature for neo-literates, editing a wall newspaper and a suitable journal, forming reading and writing clubs, providing rural circulating library sets, reading rooms, community listening sets, use of such audio-visual media as films, filmstrips, magic lantern slides, posters, mobile exhibitions and the like. People are also encouraged to learn better skills, and adopt improved practices in agriculture, cottage industries, home management, housing etc.

(b) Activities for Bringing About Social Change – These include lectures, talks and groups discussions on a variety of subjects like,

i) Social change that have and are taking place in the world and the desirable social changes India has to bring about for progress.

ii) Technological changes, development of science, scientific discoveries, changed circumstances as regards caste and family and family planning.

(c) Activities for Education in Community Organisation - These aim at educating the people in the process of group formation so as to give a formal structure to the good activities begun so that they may take firm root and develop with vital force. Helping people to organise youth clubs, women's clubs, children's groups, cooperative, village guards, and establishing community centres as the nuclei for various social amenities are among the aims of this broad programme.

(d) Activities for Recreation and Culture - The objective of these activities is to organise the people to provide for themselves healthy recreational and cultural facilities. These include sports, games and gymnasiums for the improvement of physical health, formation of dramatic clubs, community singing groups, and arranging recitals from well-known literacy works, debates, poetry, reading etc. Special efforts are to be made to encourage and preserve the traditional forms of recreation such as folk arts, folk dramas, folk dances and folk songs. The reorientation of traditional festivals and fairs and their celebration in an organised manner is to be attempted. Holding exhibitions and encouraging cultural pursuits and hobbies also come under these activities.

(e) Special Activities for the Under-privileged Classes

(f) Special Activities for Tribal People

(g) Activities for Further and Continuing Education

These are conducted through adult schools, janata college, university adult education departments, public libraries and relate to production of literature for the new reading public, and use of media or mass communication like press, film, radio and television. (pp. 323-330)

6. LITERACY AMONG INDUSTRIAL WORKERS IN INDIA

Report on Literacy Among Industrial Workers

New Delhi : Committee on Plan Projects, Government of India, 1964. p. 56

Chairman : Dr.M.S.Mehta, (Vice-Chancellor, University of Rajasthan, Jaipur).

Members

1. Shri R.L.Mehta (Additional Secretary, Ministry of Labour & Employment, New Delhi).
2. Shri B.N.Datar (Chief, Labour & Employment Division, Planning Commission, New Delhi).
3. Shri A.R.Deshpande (Adviser, Social Education, Ministry of Education, New Delhi).
4. Shri C.Balasubramaniam (Deputy Secretary, Ministry of Industry & Supply, New Delhi).
5. Shri A.R.Sankaranarayanan (Deputy Secretary, Civil Personnel, Ministry of Defence, New Delhi).
6. Shri R.Sinha (Chief Recruiting & Relations Division, Hindustan Steel Ltd., Ranchi)
7. Dr. S.N.Saraf (Director, Education Division. Planning Commission, New Delhi).
8. Shri I.V.Chunkath (Under Secretary, Department of Heavy Engineering, Ministry of Industry & Supply, New Delhi).
9. Shri R.C.Saxena (Under Secretary, Ministry of Labour & Employment, New Delhi).
10. Shri P.Chentsal Rao (Secretary, Federation of Indian

Chamber of Commerce & Industry, Federation House, New Delhi).

11. Dr. (Mrs) Maitreyee Bose, M.L.A. (Vice-President, Indian National Trade Union Congress, 47, Chowringhee, Calcutta–16)
12. Shri K.G. Srivastava (Secretary, All India Trade Union Congress, 5–E, Jhandewalan, Rani Jhansi Road, New Delhi).
13. Shri Sohan Singh (Programme Adviser, Asian Foundation) 29, Raipur Road, Delhi).
14. Shri S.C. Dutta (General Secretary, Indian Adult Education Association), New Delhi.
15. Shri Jagdish Singh (Committee on Plan Projects, Planning Commission, New Delhi).

Terms of Reference

(i) To enqure into and report on the present position of literacy among industrial workers both in the public and private sectors.
(ii) To formulate concrete proposals for the eradication of illiteracy among industrial workers.

SUMMARY OF RECOMMENDATIONS

I-Proposals

1. The programme for the eradication of illiteracy among industrial workers should cover illiterates mainly in the age group 16-45. (Para 3.01)

2. In the Coal mining sector, the responsibility for the eradication of illiteracy should be placed on the Coal Mines Labour Welfare Organisation, which should formulate a phased programme for wiping out illiteracy among the mine workers during the next 10 years, for which a separate budget provision should be made. Definite targets should be laid down for this purpose. The following suggestions are offered in this respect:

(a) The proposed Central Board for Adult Literacy among

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Industrial Workers should direct and supervise the adult education programme of the Organisation.

(b) The Coal Mines Labour Welfare Commissioner should set up local and regional advisory Committees for the implementation of these plans.

(c) Arrangements may be made for the training of Adult Education Inspectors and Supervisors at the National Fundamental Education Centre or by some other suitable agency. These inspectors and supervisors may, in their turn, organise training courses for adult education instructors employed by the organisation.

(d) A periodical inspection of the adult education centres may be regularly conducted by the appropriate officers of the Organisation and their observations recorded in order to bring about steady improvement in the quality and the extent of the service.

(e) On completion of the first and second stages of literacy, examinations should be conducted with the help of some recognised and competent educational Board or Institution.

(f) The Ministry of Education and the State Education Departments should advise in the production of suitable literature for the first and second stages of literacy as well as for the "follow-up" programme.

(g) A net-work of libraries should be established at different centres of Coal Mines area. These libraries should be in the charge of trained personnel and should be kept growing in the supply of books and periodicals.(Para 3.03)

3. With regard to tea plantation workers, the responsibility for the eradication of illiteracy of about 5 lakhs workers (between the ages of 16-45) should be entrusted to the following organisations:

(a) The Tea Board,

(b) Tea Planters' Associations located in different States. (Para 3.04)

4. A similar organisation on the lines suggested for the Coal Mines Welfare Organisation may be set up by and within the Tea Board. Definite targets of time and achievement should be laid down for adult literacy work in this sector and funds should be allotted for the same in the annual budget of the organisation. (Para 3.04)

5. The Port Trust authorities and the Dock Labour Boards, should pay special attention to undertake literacy programmes for dock workers. (Para 3.05)

6. For the iron & steel industry workers in public sector, the Ministry of Steel and Mines should assume the responsibility of eradicating illiteracy from their own resources. For iron & steel workers in private sector, the employers should include a well-organised literacy drive in their labour welfare programme. (Para 3.06)

7. The Indian Jute Mills Association should undertake literacy work for their illiterate employees. A representative Committee of employers, trade unions, voluntary workers and State officers should be set up to keep the literacy drive alive and effective. (Para 3.07)

8. An appropriate organisation, representative of various interests, may be set up in collaboration with the mill-owners' associations to pursue the objective of removing illiteracy among cotton textile workers. One such body at regional level would be ideal for planning as well as for implementation of the programme. (Para 3.08)

9. The Central and State Governments should assume the responsibility for eradication of illiteracy among workers of companies, corporations and departmental undertakings run by them. The Labour Welfare Officers of the Central Pool may be made

responsible for supervision and control of working of the scheme. They may be initiated in the techniques of adult education. The scope of their functions should accordingly be enlarged. (Para 3.09)

10. A separate provision in the budgets of various industrial establishments should be made for literacy of industrial workers. Periodical targets of achievements may also be laid down. (Para 3.10)

II-Processing of the Literacy Schemes

11. According to the present practice of processing all schemes of Industrial Welfare through State Labour Advisory Boards and Indian Labour Conference, the scheme for promoting literacy among Industrial Workers should be placed before these bodies. (Para 3.11)

12. The Planning Commission may convene, at an early date, a representative conference to co-ordinate the various proposals and evolve a suitable scheme for implementation.

III-The Appropriate Agency

13. For the purposes of co-ordination, laying down a general policy, and working out proposals with regard to administration, financial resources, the syllabi, appropriate literature for different stages of literacy, supervision and implementation of policies and programmes, there is a need for an independent semi-autonomous body to be called the Central Board for Literacy among Industrial Workers, representing the Government, employers, the workers and voluntary social and educational organisation. (Para 3.13)

14. This Board should have an independent non-official Chairman and a whole-time salaried Secretary, assisted by a small technical staff. The Ministries concerned, the organisations of employers and workers, and statutory as well as voluntary

associations should be represented on the Board. The work of the Board should be carried on through an Executive Committee.

(Paras 3.15 & 3.16)

15. **Functions** - The Central Board should be responsible for:

(i) a continuing survey of the extent of illiteracy among industrial workers, the nature and magnitude of the problem;

(ii) stimulating existing agencies and promoting new agencies for undertaking literacy work among industrial labour;

(iii) supporting other agencies established with objectives similar to those of the Board;

(iv) securing and classifying information on the progress of literacy work among industrial workers and issuing periodical reports;

(v) experimental projects in collaboration with official and non-official agencies;

(vi) training of personnel in collaboration with the Ministry of Education, State Education Departments, University Training Colleges and voluntary organisations;

(vii) laying down standards for the first and second stages of functional literacy;

(viii) production of suitable books, charts, pamphlets, maps etc;

(ix) organising supervision and inspection of literacy and post-literacy centres;

(x) arranging, where possible, and securing financial assistance to appropriate organisations.

(Para 3.17)

IV-Financial Resources

16. The programme for the eradication of illiteracy amongst industrial workers should be spread over a period of 10 years, to coincide with the 4th and 5th Plans. Thus on an average, 2 lakhs of such workers would be covered every year at an estimated cost of Rs. 50 lakhs per annum, involving a provision of Rs. 2.5 crores in each of the 4th & 5th Plans.

(Paras 3.20 & 3.21)

17. Financial resources for a project of this nature should be drawn from several source viz., public exchequer, existing statutory organisations and from employers.

(Paras 3.22 & 3.24)

18. The Planning Commission may make a provision of Rs. 2.5 crores in the Fourth Plan period to cover 10 lakhs of industrial workers.

(Para 3.24)

19. The Ministry of Education may also allocate a definite amount, out of its budget for social education, for the literacy programme of industrial workers.

(Para 3.25)

20. The employers may be persuaded to make contributions, on some basis, as may be generally acceptable to them. In the same way, statutory organisations could make provisions in their budgets for the eradication of illiteracy among their employees during the next ten years.

(Para 3.26)

V—Incentives

21. Industrial establishments may offer such incentives as may be mutually agreed to by the employers' and workers' organisations.

(Para 3.27)

VI–Pilot Projects

22. (a) A few pilot projects for the removal of illiteracy among workers be launched in selected industrial towns.

(Para 3.28)

(b) Each such project should be under the guidance of local organisation representing employers, trade unions, the State Labour and Education Departments, local bodies and adult education associations with a non-official President.

(Para 3.28)

23. Finances for these projects should be drawn from the following sources:

(a) voluntary contributions by employers;

(b) donations from philanthropists;

(c) grants from the State Govts., Local bodies etc.;

(d) subscriptions from workers themselves, when available.

(Para 3.29)

24. These projects should be organised under Central direction with some co-ordinating arrangement at the Centre on which the proposed Central Board, the Ministries concerned and the Planning Commission should be represented. The objectives of the pilot projects should be clearly stated and understood.

(Para 3.31 & 3.32)

25. Programmes at the pilot projects should be varied and comprehensive so that they cover as many items of general interest as possible, for example, (i) cultural and recreational activities; (ii) exhibition of suitable films; (iii) literacy and post-literacy classes; (iv) handicrafts classes for adult men and women and adolescents; (v) music recitals; (vi) dramatic performances.

Para 3.36)

26. A uniform blue-print for all States, industries or cities is not desirable. Each project should be conceived for a particular centre in keeping with local needs.

(Para 3.35)

27. During the remaining part of the Third Plan itself, such model programmes may be taken up in some places like Ahmedabad, Bombay, Bangalore, Calcutta, Combatore.

(Para 3.37)

28. The State Labour Commissioners should be asked to set up an independent organisation for this purpose.

(Para 3.38)

29. It is necessary to create a proper atmosphere and a climate of public opinion before organising an adult literacy programme.

(Para 3.39)

VII - Organising a Literacy Campaign

30. Personnel — The teachers of literacy classes for industrial workers would have to adopt different methods and techniques.

(Para 3.40)

31. Utilising the services of educated workers of the same establishment would be more fruitful. The services of voluntary workers may also be availed of Whole-time workers, with specialised training in adult education will be preferable. (Para 3.40 & 3.41)

32. Such teachers should be given a thorough training which should be organised under the auspices of the National Fundamenal Education Centre or by an accredited organisation. Besides, refresher courses should also be conducted periodically for trained workers. (Para 3.42 & 3.43)

33. Supervision — The supervision and inspection of adult literacy centres for workers should ordinarily be carried out by persons conversant with the techniques and methods of adult education. These people should receive a short training at the National Fundamental Education Centre of the Ministry of Education or at another similar institution (Para 3.44)

34. Syllabus — The syllabus for industrial workers should be different from that prescribed for illiterate rural adults and be related to their daily lives and surroundings. (Paras 3.45 & 3.46)

35. The syllabus suggested by the Ministry of Education for first and second stages of literacy should be considerably simplified. A suggested syllabus is given in Appendix. (Para 3.47)

36. The Central Board should conduct investigations to determine the minimum period required for making a worker functionally literate. (Para 3.49)

37. Some of the industrial units have taken up research in various sectors of industry. Their research staff should also conduct investigations in respect of literacy. (Para 3.49)

38. The universities and other organisations like the National Fundamental Education Centre should assist in the Research programmes on these subjects & other related matters. (Para 3.49)

39. Libraries — The role of small libraries in industrial establishments in providing the necessary motivation and facility for maintaining the interest of the workers in their newly-acquired literacy should be emphasised. (Para 3.50)

40. A systematic "follow-up" programme for improving the reading and writing skills of adults, after completion of their first and second stages of literacy, is most essential.

41. It would not be enough to make worker literate. He must be given opportunities to become an "educated" worker capable of

appreciating the nature of his job and to develop a sense of "belonging" to the establishment. (Para 3.52)

APPENDIX

SUGGESTED SYLLABUS FOR FIRST AND SECOND STAGES OF LITERACY AMONG INDUSTRIAL WORKERS

FIRST STAGE

I - LANGUAGE

(1) Reading

(i) Reading an adult primer and a supplementary reader (written with orientation to the daily work of the industrial worker); (ii) practice in reading headlines of newspapers and simple sentences — most frequently occurring conjunct consonants should also be introduced.

(2) Writing

Writing simple sentences with common words; signing one's own name, and writing one's full name and address. Writing a short letter containing simple everyday news. Use of full point.

(From the very beginning reading and writing material be oriented to environment of the worker).

II - ARITHMETIC

Counting upto 100, reading and writing numbers upto 100. Simple calculations required in daily life.

III - GENERAL KNOWLEDGE

III - GENERAL KNOWLEDGE

(a) Reading a calendar.

(b) Telling the time from a watch or clock.

(c) Information about the nearest schools, police stations, municipalities, post offices, dispensaries, hospitals, social education centres, labour welfare centres, etc.

(d) Information about the Mill/Industry in which he/she is working.

IV - HEALTH & HYGIENE

(a) Importance of cleanliness-personal and social cleanliness.

(b) Sanitation-how and why to keep surroundings clean.

(c) Evils of drinking, indebtedness.

(d) Health Habits.

V - RECREATION

Bhajans, Songs, Folk Dances, Local Games, Kavi Sammelans.

SECOND STAGE

I - LANGUAGE

(1) Reading

Achievement of functional literacy in reading, i.e. easy recognition of 3000 most frequently used words in the language. Readers at this stage will deal with subjects closely connected with the life and work of adults and may extend upto 200 pages.

(2) Writing

Simple composition, writing letters and applications, filling in

of the money order forms and such other forms which are commonly used in their daily work.

II - ARITHMETIC

Keeping and reading of accounts which will involve simple addition, subtraction, multiplication and division and knowledge of the metric system.

III - The following subjects will be taught, not separately, but through their reading and writing lessons:

(a) *General Knowledge*

(i) Knowledge of the industry in which he/she is working. Simple Trade Union matters.

(b) *Civics*

(i) Local Self-Government.

(ii) Local officers and their duties - policeman etc.

(iii) Duties and rights of citizenship - respect for law and order.

(iv) Election, the vote what it means.

(c) *Health & Hygiene*

(i) Simple rules of health, balanced diet, physical exercise and rest, pure water supply.

(ii) Occupational diseases and hazards met with in the adult workers' daily life.

(iii) Knowledge of common diseases prevalent in the

environment.

(iv) Simple First-Aid.
(women Maternity and Child care)

(d) *Every day Science*

Science and its application in every day life - some information in broad outline of the various domestic and industrial appliances and machines, usually coming in contact with.

(e) *History*

(i) Seasons, almanac, tides, moonrise etc.

(ii) Story of our struggle for independence.

(iii) Lives of great men, scholars and scientists.

(f) *Geography*

(i) Seasons, almanac, tides, moonrise etc.

(ii) Local Georgaphy from the economic point of view - resourses, import & exports.

(iii) Indian people - their occupations.

(iv) What we grow, import and export.

(g) *Practical Knowledge*

(i) The post office, letters & other functions like registration, radio licensing etc.

(ii) The postal savings bank, National savings certificates.

(iii) General information about social administrative and voluntary agencies.

(iv) Importance of Co-operation - Co-operative shops & banks activities of Co-operative department.

IV - RECREATION, LOCAL CRAFTS & HANDICRAFTS

(pp. 51-53)

DURATION OF THE COURSES

4. It is convenient to divide the attainment of functional literacy in two stages, the first stage and the second stage. Each stage should be of five-month's duration allowing one month in between for preparation for the second stage. Since the process of learning of an adult is much quicker than that of a child, it is estimated not only in India but in other countries that 165 manhours will be required to complete the first stage and another 165 to complete the second one.

5. An hour in a literacy class can be entirely devoted to literacy or can be split up into two parts, a part of 40 minutes for teaching of literacy followed by 20 minutes of teaching of health and hygiene, general knowledge and other subjects given in the syllabus for the first stage. This division is more convenient as it is found that the attention of the adult illiterate, who comesired to the class after the day's work, cannot be entirely focussed on literacy work.

6. Teaching of adults requires special techniques and utilisation of formal as well as informal methods. Training of an adult teacher in these methods is therefore necessary.

7. An industrial worker may be required to attend the literacy class for one hour on five working days and for two hours on a day which should preferably be Saturday. Thus

within five months he can be expected to attend at least 165 hours. (pp. 55-56)

7. NATIONAL ADULT EDUCATION PROGRAMME AND POLICY

National Adult Education Programme : An Outline
New Delhi : Ministry of Education and Social Welfare, 1978, p. 25.

EXCERPTS

... the objective is to organise adult education programmes, with literacy as an indispensable component, for approximately 100 million illiterate persons in the age group 15-35 with a view to providing to them skills for self-directed learning leading to self-reliant and active role in their own development and in the development of their environment...(p.1)

Phasing of the Programme

NAEP will be inaugurated on 2nd October, 1978, However, for all practical purposes the period from now until the end of March, 1979, will be treated as the period of intensive preparation. Preparatory action would include the following areas:

(1) Substantial stepping up of the programme from the existing level of approximately 0.5 million to at least 1.5 million in 1978-79.

(2) Creation of an environment favourable to the launching of NAEP.

(3) Preparation of case studies of some significant past experiences, particularly those where the failures or successes have a bearing on the planning and implementation of NAEP.

(4) Detailed planning of the various segments of the programme by appointment of expert groups — this would include preparation of detailed plans for each State and Union Territory.

(5) Establishment of necessary structures for administration and co-ordination and necessary modification of procedures and patterns.

(6) Identification of various agencies, official and non-official, to be involved in the programme and taking necessary measures to facilitate the needed level of their involvement.

(7) Undertaking of necessary exercises to clarify the required competencies, particularly in literacy and numeracy, which would form part of all field programmes.

(8) Development of capability in all States for preparation of diversified and need-based teaching/learning materials as well as making available teaching/learning materials for starting the programme.

(9) Development of training methodologies, preparation of training manuals as well as actual training of personnel at various levels to launch the programme.

(10) Creation of a satisfactory system of evaluation and monitoring as well as the required applied research base.

... Preparatory action for the following year, based on concurrent appraisal, shall have to continue right upto the conclusion of the Programme... (pp. 1-2)

... The success of the Programme will depend on the manner in which the beginning is made in the first couple of years and every effort shall be made to cover the entire population in 15-35 age-group by the end of 1983-84. The present projections of targets are as follows:

Year	Annual Coverage (in millions)	Cumulative Coverage (in millions)
1978-79 (year of preparation)	1.5	1.5
1979-80	4.5	6.0
1980-81	9.0	15.0
1981-82	18.0	33.0
1982-83	32.0	65.0
1983-84	35.0	100.0

What is aimed is that by 1983-84 a capability to organise adult education programmes for 35 million persons would be built up. At that stage it would be necessary to diversify the programmes — the aim then would be to strive for a learning society in which life-long education is a cherished goal.

Creation of favourable environment:

The results of the Experimental World Literacy Programme as well as the experience of the countries where illiteracy eradication programmes have successfully been implemented show that a systematic effort must be made for creation of an environment favourable for launching of such a massive programme. No country, however, perhaps with the exception of China, faced the problem of illiteracy of the magnitude we are facing. And hardly any country has had such a long tradition of respect for learning and knowledge, or the vast resources which we have. What is necessary, it is indeed a pre-requisite for motivation of all persons to be involved in NAEP, is to engender a spirit of hope and confidence. The Prime Minister and the Education Minister have already declared that the highest priority needs to be given to adult education. Leaders of almost all political parties in Parliament have wholeheartedly endorsed the programme and have given assurance of support. This, it is hoped, would be followed up by leaders in various other walks of life such as trade unions, trade and industry, students and youth. A critical role can be played, in this context, by the mass media — films, TV, radio, newspapers, publicity posters etc. This would require an ingenious and coordinated effort, in which official and non-official media shall

have to converge to serve the objectives of the Programme. In addition, a number of other methods could be explored, including holding of seminars and symposia, celebration of the World Literacy Day in schools and colleges, etc. The various ways in which an environment can be created shall have to be studied in detail and necessary measures taken as soon as possible. (pp. 3-4)

The Approach

... the problem of poverty and illiteracy are two aspects of the same stupendous problem and the struggle to overcome one without at the same time waging a fight against the other is certain to result in aberrations and disappointments. For this reason, NAEP is visualised as a means to bring about a fundamental change in the process of socio-economic development: from a situation in which the poor remain passive spectators at the fringe of the development activity to being enabled to be at its centre, and as active participants. The learning process involves emphasis on literacy, but not that only; it also stresses the importance of functional upgradation and of raising the level of awareness regarding their predicament among the poor and the illiterate.

Traditionally, distinction is made between the selective and the mass approaches — distinction being based on the extent of coverage and quality of the programme. NAEP is a mass programme with the quality of planning and implementation of a selective programme. (pp. 4-5)

... Exclusion of the vast majority of adult population from the organised system of education will not cease only by organisation of one-time adult education programme. The perspective of life-long learning, and provision of arrangements therefore, shall have to be kept in view in planning and preparing for NAEP. From this point of view the NAEP will not conclude with the end of the quinquennium. Systematic follow up programmes shall have to be organised almost with the beginning of the NAEP — they would comprise a well organised system of mass production of books and their dissemination and inclusion in the communicational circuit of the neo-literates. It would be desirable to follow up adult education programmes with organised developmental action

It is important that the adult education movement should be closely linked with the planning strategy, which emphasises elimination of destitution through intensive area planning and by giving employment orientation to development. For this purpose close cooperation should be created with the dominant development activity of the area, whether it goes under the rubric of Integrated . Rural Development or Integrated Tribal Development or Employement Oriented Area Planning or DPAP, or whatever. The adult education programmes should strive to establish mutually supportive linkages with that developmental- activity ...

... Owing to the needs of careful local level planning precedence ought to be given to voluntary agencies. In addition to voluntary agencies, a number of other agencies shall have to be identified for implementation, these could include Nehru Yuvak Kendras, Universities, employers of various categories etc. The role of Government would primarily be to coordinate the activities of these various agencies and to fill in the gaps.

In several parts of the country the Government may have to take almost the entire responsibility. Wherever it becomes necessary to do so, a beginning would be made with a few selected districts and within a selected district with a few compact blocks. The objective would be to concentrate effort in well-defined geographical area and then to enlarge the activity...

... The range of the types of the programme which may be organised are indicated below:

- Literacy with assured follow-up.
- Conventional functional literacy.
- Functional literacy supportive of a dominant development programme.
- Literacy with learning-cum-action groups.
- Literacy for conscientization and formation of organisations of the poor.

Resource Development

... One of the important functions of the SRC is to strive for

devolution of resource base at the district or project level. SRCs are not to be institutions working in isolation from other institutions, but rather as coordinating agency for involvement of various institutions and individuals having a contribution to make in resource development. The efficacy of SRCs will depend on the professional and technical capabilities developed by them, their capacity to secure and coordinate resource (of institutions and individuals) available in the region they purport to serve and on the support provided by the State Governments concerned. However, the primary responsibility for resource support to the programme shall have to be at the district/project level. Resource development being of critical importance the Central and State Governments as well as other agencies should be willing to provide all necessary financial and administrative support for this purpose.

... Involvement of the people, i.e. the illiterate masses for whom this Programme is primarily meant, with resource development will be crucial to the authenticity of the resource base...

... A number of practical ways shall have to be tried for this involvement. This would include

— Well-designed surveys to ascertain the learners' needs.

— Realistic testing and try-out of methods and materials by securing uninhibited reaction of the potential learners.

— Holding of frequent conferences and camps where wo[illegible]s in the State/District Resource Centre think and work with the rural people.

— Identification of a number of articulate village youth and orienting them in the Programme with a view to eliciting through them the latent as well as manifest problems of the potential learners groups.

— Systematic involvement of persons living and working among the rural people... (p. 8)

... The various resource components may be identified as follows:

Teaching-Learning Materials: The initial exercise in this connection shall have to be about identification of learners' needs. Detailed curriculum, indicating among other things the expected learning outcomes, shall have to be spelt out on the basis of the identified needs. On the basis of the curriculum and after necessary testing, teaching aids and learning materials shall have to be prepared with the greatest care.... (p. 9)

Training: The categories for whom training shall have to be provided would include

— Key functionaries at the national and State levels.

— Professionals and experts in specific areas such as curriculum construction, preparation of teaching/learning materials, training, evaluation etc.

— Functionaries at the district, project and block levels.

— Field level supervisors.

— Adult education centre instructors.

... Training of key personnel at the national, state and district levels has to be the responsibility of the Central and State Governments. SRCs should be able to coordinate training programmes for project and block level functionaries as well as for supervisors and the responsibility for organisation of training programmes for the instructors of adult education centres shall have to rest with the agency responsible for implementation of the programme at the field level. Various alternatives shall have to be explored regarding duration, comparative emphasis on one-time and recurrent training, methods of training etc. Unless unavoidable, new training institutions should not be set up; the existing ones should be encouraged to develop capability for training of various categories of

functionaries involved with NAEP. Universities and other institutions of higher education may have an important role to play in this behalf..... (pp. 9-10)

Monitoring, Evaluation and Applied Research:

A mass education programme, inevitably, faces the risk of considerable wastage and misreporting. In this connection the importance of systematic monitoring and evaluation cannot be exaggerated. It must permeate the entire programme and should provide feedback for introducing necessary corrective from time to time. It is also important to have inbuilt arrangements for applied and coordinated research so that the experience of NAEP is systematically analysed and provides guidelines for future action.... (pp. 10-11)

The "Instructional" agencies:

...The governing consideration in assigning responsibility for instructional arrangements should be the suitability of the persons concerned to organise programmes with a grasp of the conceptual standpoint and with a spirit of commitment. The various categories of persons who could be assigned instructional responsibility would include the following:

(a) School teachers: ... the teachers may have to be one of the main agencies for organisation of instructional arrangements in NAEP. Although, ultimately work in an adult education centre could be made an essential part of the duties of the teachers, for the present it would be desirable to keep this entirely voluntary.... It would also be fair to provide an honorarium of Rs. 50/- per month for this work. Involvement of school teachers can be facilitated if the support of their professional organisations is secured.

(b) Students: Either as a part of the National Service Scheme, which may have to be suitably modified, or in any other appropriate manner, students in institutions of

higher education may provide a valuable agency for organisation of adult education centres... (pp. 11-12).

(c) Village Youth: There are a large number of unemployed or under-employed village youth with some education who could be entrusted this responsibility after they are given a carefully planned training for necessary upgradation of their academic level and an orientation for this responsibility... Work among women and tribal people can be greatly facilitated if persons drawn from their groups are re-introduced as peer leaders to organise the adult education centres...

(d) Ex-servicemen and other retired personnel: This category of persons can play an important role in urban as well as rural areas ...

...They have the advantage of their experience and the respect in which they are generally held in the coummunity.

(e) Field level Government and other functionaries: It might be possible to involve functionaries such as the village health worker, gram sevika, bal sevika, VLW, functionaries of Co-operative Societies and village panchayats etc.

(f) Voluntary Social Workers: Particularly among the urban areas, there are large number of persons who are willing to make their cootribution to community development. The energies of such persons should be tapped and special arrangements made for their involvement. (pp. 12-13)

The Implementation Agencies: ...It seems desirable that rather than spreading the programme thin in all parts of all the districts in the country, in the beginning effort should be concentrated in compact areas. The size and the programmes of the Ministry of Education shall be substantially enlarged with a view to widening the involvement of various agencies. However, a mass movement which would extend to such a large segment of

population cannot be organised by one Ministry or department. Every effort must be made to involve other Ministries and departments with a view to sharing the responsibility for organisation of adult education programme...

...The implementation responsibility will rest squarely with the State Governments. Besides the State Governments will have to reappraise the adult education programmes they have been running in the past and steps will have to be taken to appropriately modify and strengthen them. While the primary responsibility of coordination and implementation will rest with the State Governments, the Central Government should be concerned not only with policy formulation and issue of general guidelines but should also oversee that the programmes are implemented by the State Governments in accordance with the Policy Statement.

...Systematic attempts shall have to be made (a) to involve all voluntary agencies working at present in the field of adult education or having the potentiality to do so, and (b) to create circumstances for emergence of new agencies, particularly in areas where such agencies are few. It is also necessary to recognise the partnership role of voluntary agencies... (pp. 14-15)

...The NAEP provides a challenging situation for the universities and colleges to overcome their seclusion and to enter the mainstream of mass education. What is needed is that adult education should cease to be the concern of only one department, but should involve all members of faculty and of course, the students...

...It might be appropriate, in due course, to make organisation of adult education programmes obligatory for all employers. Meanwhile, through organisations of trade and industry and other employing agencies an effective beginning could be made. The Government should provide leadership by setting apart funds for this purpose in the public sector

undertakings as well as in construction works. The resultant reduction in the hours of work and marginally higher expenditure would be adequately rewarded by improvement in the quality of performance of the workers and by their positive participation in the developmental activity. Education of the workers in the organised sector can be greatly facilitated if the trade unions are actively involved in this Programme.

The local bodies, such as municipalities and panchayati raj institutions, have been playing an important role in the field of formal education as well as social education. These agencies which have civic and developmental functions, have the advantage of being in touch with the people - their everyday problems as well as their needs - and, therefore, they should be expected to participate in the task of implementation of NAEP.. (pp. 15-16)

Planning, Administration and Supervision: ...The Government, however, have to play a leading role in involvement of the various individuals, institutions and organisations. It is also necessary to set up appropriate agencies for coordination and catalisation at the State and district levels. The State Governments might examine the possibility of setting up State Boards of Adult Education and similar Boards could be set up at the district level.

A programme of this magnitude must provide adequate arrangements for supervision and guidance. The supervisor should not be an inspector in the traditional meaning of the world but a specially selected professional with an aptitude to facilitate the work of the incharge of the adult education centre. The voluntary agencies would naturally wish to have their own supervisory arrangements... (p. 18)

...Training programmes of varying varieties for professional development shall also have to be organised by Government, universities and voluntary agencies. In addition

to training, it would also be necessary to examine the pay structure of the professional workers involved in adult education programme. As far as possible, it would be desirable to ensure that persons coopted into adult education system continue to grow and progress within the system rather than being pushed out of it.

Financing the NAEP: ...It is, necessary to devise an arrangement under which funds earmarked for adult education cannot be so diverted. At the same time, it has to be fully appreciated that the responsibility for planning and implementation of the programme in a state must rest with the State Governments, with the Central Government being assigned the responsibility for wider involvement of voluntary agencies, try-out of innovative programmes etc.(pp. 18-19)

In addition to the expenditure involved in organisation of adult education programmes, provision shall have to be made, from the very beginning, for follow up and continuing education of neo-literates and persons who have acquired literacy in the the formal system of education. Detailed calculations in respect of such programmes have not been made but it would be reasonable to provide an amount of approximately 20 per cent of the total expenditure for this purpose. (p.19)

International Cooperation

...In formulating NAEP and in its implementation cooperation should be pledged to UNESCO and other instrumentalities of international cooperation based on mutual respect and equality... (p.20)

ADULT EDUCATION: A POLICY STATEMENT

Exclusion of a vast majority of the people from the process of education is a most disturbing aspect of

educational and social planning. This has been uppermost in the consideration of the present Government ever since it assumed office in March, 1977. While determined efforts must be made to universalise elementary education upto the age of 14 years, educational facilities must be extended to adult population to remedy their educational deprivation and to enable them to develop their potentiality. Indeed, universalisation of elementary education and of adult literacy are mutually inter-dependent.

The Government have resolved to wage a clearly-conceived, well-planned and relentless struggle against illiteracy to enable the masses to play an active role in social and cultural change. Literacy ought to be recognised as an integral part of an individual's personality. The present thinking on adult education is based on the assumptions (a) that illiteracy is a serious impediment to an individual's growth and to country's socio-economic progress; (b) that education is not co-terminus with schooling but takes place in most work and life situations; (c) that learning, working and living are inseparable and each acquires a meaning only when correlated with the others; (d) that the means by which people are involved in the process of development are at least as important as the ends; and (e) that the illiterate and the poor can rise to their own liberation through literacy, dialogue and action.

Adult education should emphasise imparting of literacy skills to persons belonging to the economically and socially deprived sections of society. However, such persons often lack motivation for sustained participation in literacy and follow-up programmes. In this context, stress should be laid on learning rather than teaching, on use of the spoken language in literacy programmes and on harnessing of the mass media. Motivation also depends on an awareness among the participants that they can transform their destinies and that the adult education programmes will lead to advancement of their functional capability for the realisation

of this objective. Moreover, a literacy programme unrelated to the working and living conditions of the learners, to the challenges of the environment and the developmental needs of the country cannot secure an active participation of the learners; nor can it be an instrument of development and progress. Adult education, therefore, while emphasising acquisition of literacy skills should also be

- relevant to the environment and learners' needs;
- flexible regarding duration, time, location, instructional arrangements etc;
- diversified in regard to curriculum, teaching, and learning materials and methods; and
- systematic in all aspects of organisation.

Highest priority in adult education needs to be given to the illiterate persons. In the post-independence period, the achievements in the field of literacy have been far from satisfactory. In 1947, the rate of literacy was 14 per cent, which rose to 34.45 per cent (excluding the age-group 0-4) in 1971. Yet, owing to population increase and half-heartedness of the past effort, the number of illiterate persons has risen from 247 million in 1951 to 307 million in 1971. According to the Census of 1971 the total number of illiterate persons above 14 years of age is 209.5 million, of which 97.1 million are in the age-group 15-35, which is likely to be about 100 million at present. A massive programme should be launched to cover this vast segment of population in 15-35 age-group as far as possible within five years of its launching. This implies organisation of special programmes for women and for persons belonging to Scheduled Castes and Scheduled Tribes. The regions which have a concentration of illiteracy will also require special attention.

While the conceptual position stated in paragraph 2 and 3 needs emphasis, the need to view the programme as a mass movement must also be underlined. From the organisational point of view it is of utmost importance that elaborate preparations are made before launching a massive

programme. Identification and motivation of the instructors, preparation of curriculum and teaching/learning materials and training have been the main areas of deficiency in adult education programmes in the past. A satisfactory level of preparedness in these areas must be reached before the programme is to be launched. Besides, adult education must cease to be a concern only of the educational authority. It should be an indispensable input in all sectors of developement, particularly where participation of the beneficiaries is crucial to the fulfilment of development objectives. A pre-requisite of an adult education movement is that all agencies, Governmental, voluntary, private and public sector industry, institutions of formal education etc., should lend strength to it. Voluntary agencies have a special role to play and necessary steps shall have to be taken to secure their full involvement. Instructional work shall have to be done by the teachers, students and unemployed men and women. It would be of great advantage if unemployed or underemployed youth having the potentiality to organise adult education programmes are provided necessary training and then entrusted with the responsibility for organising such programmes. To ensure effectiveness and systematic analysis of the problems, the programmes should have built-in mechanisms for monitoring and evaluation as well as for applied research. Finally, importance must be laid on follow-up measures such as production and distribution of reading materials, organised learning and group action.

Adequate financial and administrative support will be essential for organisation of the massive programme. Provision shall have to be made for a programme comprising literacy as well as environmental and social education, extending to approximately 300-350 hours or about 9 months, and also taking into account other costs. The required resources shall have to be provided by the Government, local bodies, voluntary agencies, trade and industry etc. A realistic assessment should be made of the size and capability of the administrative and

professional apparatus which would be necessary for the programme and necessary steps taken to create it.

In addition to organising a massive programme for adult illiterates, it is necessary to provide special programmes for special groups based on their special needs. For example, programmes are needed for

- urban workers to improve their skills, to prepare them for securing their rightful claims and for participation in management.
- Government functionaries such as office clerks, field extension workers and police and armed forces personnel to upgrade their competence;
- employees of commercial establishments such as banks and insurance companies to improve their performance;
- housewives to inculcate a better understanding of family life problems and women's status in society.

Programmes for these and several other categories of persons could be organised through class-room participation, correspondence courses or mass media, or by a combination of all these.

It is of the greatest importance that implementation of adult education programmes is decentralised. It would also be necessary to establish agencies of coordination and catalisation. A National Board of Adult Education has been established for this purpose by the Central Government and similar Boards should be established at the State levels. Suitable agencies should also be created at the field level for coordination and for involvement of the various agencies in the programme. (pp.21-25)

8. POST LITERACY PROGRAMMES

Report of the National Board of Adult Educations' Committee on Post Literacy and Follow up Programme. **New Delhi: Ministry of Education & Social Welfare, 1979, pp. 12.**

Chairman: Shri J.P. Naik (Indian Institute of Education, Pune)

Members:

1. Shri M.D. Tyagi (Education Secretary, Govt. of Manipur, Imphal)
2. Shri P.C. Banerji, (Education Secretary, Govt. of West Bengal, Calcutta)
3. Shri B.C.P. Prabhakar, (Education Secretary, Govt. of Tamil Nadu, Madras)
4. Shri Yashpal Jain, (Sasta Shitya Mandal, New Delhi)
5. Shri Kishore Saint, (Seva Mandir, Udaipur)
6. Shri Datta Savale, (National Institute of Bank Management, Bombay)
7. Prof. Rais Ahmed, (Vice-Chancellor, Kashmir University, Srinagar)
8. Ms. Rami Chhabra, (Family Planning Foundation, New Delhi)
9. Shri R. Barpute, (Editor, Nai Duniya, Indore)
10. Shri K.P. Kannan, (Kerala Shastra Sahitya Parishad, Trivandurm)
11. Shri Anil Bordia (Joint Secretary, Ministry of Education & Social Welfare-Member-secretary)

Terms of Reference

To recommend the design and arrangements for post-literacy and follow-up programmes.

EXCERPTS

The Approach -Neglect of post-literacy and follow-up programmes can be perilous. The past experiences in our country show that although awareness regarding the importance of such programmes was not lacking, they were seldom systematically organised. This has been one of the most important reasons for the rather limited impact of the programmes taken up in the past. These programmes, therefore, should be given as such importance as the regular adult education activity itself. Since NAEP encompasses post-literacy and follow-up programmes also, the assumptions and objectives of NAEP must apply to these programmes as much as they do to the regular 10-month programmes.

....It is also important that those programmes should be closely linked with the various schemes of socio-economic development. While it may not be proper to exculde any section which wishes to continue education, the emphasis should be on persons who have completed adult education courses or who have had education upto primary level. In the past the public library system has mainly served the comparatively well-off sections of society and this trend will have to be effectively countered. Besides persons belonging to Scheduled Castes and Scheduled Tribes and women suffer from handicaps in availing of post-literacy and follow-up services and special arrangements shall have to be made for them.

Communication Choices -The post-literacy and follow-up programmes in the past, rare though they were, had tended to get confined to post-literacy and public library type of activities. Although these activities would continue to be important, the various other means of communication must also be harnessed for creation of a dynamic learning environment. Therefore, in addition to the printed word emphasis must also be laid on other available means like (i) traditional and folk forms of communication-such as puppetry, folk

theatre, Katha; (ii) Sophisticated technological media-including radion, TV, Film, Slides;and (iii) group discussions and other means of group action-which may include sports and games, village planning, social service activities for improvement of the environment etc. The committee feels the need to study the various aspects of these three communication choices in much greater detail than has been possible so far. Hence, without under-estimating the importance of these means of communication and learning, the present recommendations give some details mainly in regard to the use of the printed media.

The Print Media -It should be recognised that the printed word has the potentiality not only to assist in retention and use of literacy and numeracy, it can also become the medium for functional development and of awareness building....

The following specific suggestions are made:

(a) In several cases it may not be possible for the learners to achieve self-reliance in literacy and numeracy during the regular programme. Provision should, therefore, be made for intermediate stage during which the learners would continue guided study.

(b) Directorate of Adult Education and SRCs should be called upon to prepare costs of suitable materials for post-literacy programmes. Annotated bibliographies should be published by the Ministry of Education and the State Governments in various languages for use by the Project Agencies.

(c) Various departments which publish extension material intended for use by neoliterates should be asked to review their existing extension literature and to bring out material which is really suitable for the neoliterates.

(d) While it is necessary to provide appropriate incentives to writers and publishers to create relevant materials for this programme, emphasis should be laid on stimulation of

creative energies in districts, cities, blocks and villages. Journals and wall-papers brought out for neoliterates should also have local relevance.

(e) Popular movements need to be generated for popularisation of science for involvement of creative writers and for mobilisation of local efforts for establishment of libraries. There is much to learn from Kerala in this behalf.

Guidelines -It is essential to provide guidelines for materials to be used for post-literacy and follow up programmes. The priniciple enshrined in preamble of the Constitution should be the basic guideline regarding suitability of materials. In addition, areas of national concern might be identified, some of them being:

(a) national and social integration while respecting diversity.

(b) respect for all religions and fostering of the common cultural heritages;

(c) democracy, freedom, patriotism and self-reliance;

(d) equality of opportunity and status, and freedom from exploitation;

(e) inculcation of scientific temper and fight against blind belief and superstition;

(f) protection of the rights of children, and observance of small family norms; and

(g) environment conservation and enrichment.

The National Board of Adult Education should lay down guidelines and a convention should be established so that all State Governments/UT Administrations also accept them. While it would not be advisable to prescribe or proscribe any materials, any activity, including printed materials, which militate against the guidelines should be discouraged.

Organisational System— ... A time should soon come when properly organised groups in the community take over the

responsibility for activities of continuing education and group action for community development. The committee feels that attention also needs to be repeatedly drawn to the fact that unless conscious efforts are made to gear the delivery system for them, women, persons belonging to Scheduled Castes and other weaker sections of community may continue to suffer from deprivations in this regard. Therefore, the responsibility for organisation of post literacy and follow-up programmes should rest with the agency responsible for the regular adult education activities. All sizeable projects should be provided for this purpose a post of Assistant Project Officer in the second year. In organisation of these activities, involvement of a number of other agencies will be necessary, including the local bodies, the development departments, the formal school system, the various technical and vocational training establishements etc. Students in secondary classes and in institutions of higher education could also substantially contribute to organisation of post-literacy and follow-up activities.

Operational Models and Financial Arrangements— It would not be realistic to indicate a common system of post-literacy and follow-up programmes for all parts of the country. The committee has, therefore, developed a variety of feasible operational models for organisation of post-literacy and follow-up programmes. It is necessary to emphasis that none of these models are intended to confine their activities only to reading and writing but are envisaged as units for organisation of composite programmes. The Committee is conscious that the models it has developed are not entirely satisfactory and that it should be possible to improve these models on the basis of experience. It also recommends that the various implementation agencies should be encouraged to design and try out other model also.....

Reappraisal of Village Library Activities— Village libraries do not primarily serve the neoliterates.. The Department of Public Libraries and other agencies responsible for administration of village libraries shall have to reorient themselves to make the village libraries mainly serve the learning needs of the neoliterates.
This would have implication for the type of books to be purchased,

the manner of their display, library hours, steps to be taken for reaching the neoliterates etc. The person incharge of the village libraries, as well as the block, district, divisional and State level libraries and administrative personnel will also have to be reoriented.

Need Based Continuing Education Courses: V or VIIIth Class Certificate Courses—Generally speaking these courses would be organised in the local school. The Departments of school education in all states are advised to set apart text books for free distribution among persons who would continue education at these non-formal adult education centres. It would also be necessary for Departments of School Education to lay down instructions for organisation of examinations which are equivalent to formal examinations of similar type.

Vocational Courses— Persons who have completed primary education, or the approximately 10 months adult education course, should be encouraged to identify their own needs of vocational, environmental, or family life courses. These could vary from health and family welfare courses, courses in political system, cooking, sewing, domestic accounts, pump repair, seed identification and preservation, fertilizer use, poultry development, use of Amber Charkha, various types of village industries etc. The duration of the courses could vary from 3 days to 3 months. Generally speaking the participants with help of the local continuing education incharge could themselves identify the most suitable instructor. The honorarium of the trainer could vary from Rs. 30 for a course of 3 days to Rs. 500 for a course of 3 months. Actual decision should be decentralised, in no case to be taken above the level of the project officer.

Follow-up activities through students: Voluntary Work by Student— This activity may be taken up as a part of NSS or socially useful productive work (SUPW) at the +2 stage. The number of students to be involved in one institution may range from 10 to 100. Depending on the size of involvement of students the expenditure on recurring and non-recurring items would vary.

Emphasis on compact urban areas— Although a large

number of students may involve themselves in the rural areas, the main responsibility of students will be in the urban areas. The teacher incharge of NSS or SUPW activity would properly plan the area to be covered by each student, keeping in view the desirability of taking up compact areas and linking the work of post-literacy and follow-up programmes with NAEP project agencies. It may be added, however, that it is not essential that in all cases the work of students should be related to an adult education programme.

Purchase of books and periodicals— ...The power of purchase of book should be decentralised, ordinarily it should rest with the project officer, who should do so in consultation with the committee comprising the APO(CE), one supervisor and a couple of other local person who can be expected to contribute in selection...

9. REVIEW OF NATIONAL ADULT EDUCATION PROGRAMME

Report of the Review Committee on the National Adult Education Programme, New Delhi: Ministry of Education and Culture, Government of India, 1980. pp. 127

Chairman: Professor D.S. Kothari (Emeritus Professor, Delhi University, Delhi).

Members

1. Dr. M.S. Adiseshiah (Chairman, Madras Institute of Development Studies),
2. Smt. Ela R. Bhatt (General Secretary, Self-Employed Women's Association, Ahmedabad),
3. Shri J.P. Naik(Indian Institute of Education, Pune),
4. Shri V. Siddharthacharry (Teacher and Writer, Mysore),
5. Dr. Surajit Sinha (Vice-Chancellor, Visva Bharati, Shantiniketan),
6. Shri Habib Tanvir (Director, Naya Theatre, New Delhi),
7. Shri B.G. Varghese (Journalist, New Delhi),
8. Shri Anil Bordia (Joint Secretary, Ministry of Education and Culture, New Delhi) - Member Secretary.

Terms of Reference

(a) To review the working of the NAEP in all its aspects, and to

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recommend any modifications that would improve its implementation, quality and impact;

(b) to recommend any change in the priority assigned to adult education that may be called for in the light of the review by the Committee; and

(c) to examine if any economy could be effected in the allocations for the NAEP by better implementation, and more effective participation of educational institutions and non-official agencies.

CONCLUSIONS AND RECOMMENDATIONS

....A preliminary review of the NAEP, as operating at present, shows that it has evoked an encouraging response. Nothing should be done to undermine this. The present Programme has both strengths and shortcomings. Despite commendable work done in several areas, the review also brings out many weaknesses. For instance, more careful preparation is needed in the formulation of State and District plans, preparation of annual projections, training of instructors, and greater participation of all priority groups. The duration of the programme is too short and provision for follow-up activities is inadequate.The link between the education and development components of the programme is lacking. The feasibility of the programme and the tangible benefits flowing from it are not clear. An uncertain programme cannot be a mass movement. The more crucial a programme for national development, the greater is the need for thorough preparation.

The programme needs to be radically modified and strengthened.
Our specific recommendations are:

(1) **Priority**

(a) In the plans of national development, along with universalisation of primary education, adult education

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- should receive the highest priority. Adult education should be an integral part of the Basic Minimum Needs Programme. (Paras 2.13 and 2.16).

(b) All illiterate persons of the age group of about 15 to 35 should be covered in the shortest time possible by a programme of adult education. nothing should be done to weaken the momentum generated for the NAEP. The programme should be continued, and steps taken to radically modify and strengthen it.

(2) The Future Adult Education Programme

(a) State and district plans of adult education and annual projections should be prepared. With determined effort, most States and many districts in all States would be able to complete the programme in five years. Some would take longer. But even in these areas, the programme should be completed in not more than ten years.

(b) Pending the finalisation of the plans, the number of illiterate persons to be covered in the year 1980-81 may be retained for the present at nine million, as visualised in the NAEP.

(c) The content of the programme - consisting of literacy, functionality, and awareness - should be deepened and widened. An adequate level of literacy should be insisted upon with emphasis on the learners improving their vocational skills and taking organised action for the improvement of their condition.

(d) Sustained effort should be made to link literacy with development.

(e) The duration of the programme should be about three years, divided into three stages of about a year each.

(f) The programme should be flexible and closely related to the needs of the learners and the local environment. (Paras 4.02 - 4.11).

(3) Participation

(a) In organisation of the programme special attention should be paid to creation and sustenance of motivation among the learners.

(b) Emphasis should be laid on participation of women in the programme. Measures should be taken which would influence social attitudes and remove practical difficulties which women face in attending adult education classes. It would be desirable to arrange adult education for women as part of their work.

(c) Women should be adequately represented on advisory committees at all levels. Their recruitment as instructors and at other levels should be substantially raised.

(d) The programme for the Scheduled Castes should pay attention to their special problems. Adult education centres common to all are desirable, and efforts should be made to move in that direction. Where necessary, separate classes for the Scheduled Castes should be organised in their localities.

(e) The adult education programmes for the Scheduled Tribes should use tribal languages where necessary and pay special attention to their special cultural heritage and crafts.

(f) The involvement of Scheduled Castes and Scheduled Tribes should be emphasised. They should be made aware of the Government schemes for their amelioration and be enabled to utilize them.

(g) The Scheduled Castes and Scheduled Tribes should be represented on all advisory committees. Their recruitment as instructors and at other levels should be encouraged in every possible way.

(h) Special attention should be paid to the organisation of adult education programmes for the physically handicapped.

(4) **National Board of Adult Education**

The National Board of Adult Education should be autonomous, with the Union Education Minister as Chairman. There should be a whole time Vice-Chairman and two or three other whole-time members. It should be responsible for planning, financing and implementation of the programme at the Centre and for giving it the necessary leadership and support. The NBAE's responsibility would also include support to and development of the SRCs, monitoring, evaluation and research and, generally, improvement of the quality and coverage of the Programme. The funds provided in the Central budget for adult education should be placed at it its disposal. The Board should make an annual report to the Parliament.

(5) **State Boards of Adult Education :**

Autonomous Boards of Adult Education (SBAE) should be established in every state. They should be responsible for planning, financing and implementing the Programme and for its coordination at the State level. They should make more intensive efforts to expand and improve the Programme. (Para 4.30).

(6) **District and Field Organisation :**

(a) Every district should have an Adult Education Committee. The District Adult Education Officers should be responsible to the SBAE. Their duties would include planning and implementation of the Programme. They should have adequate powers and support for the purpose.

(c) The Project should be smaller in size than at present, ordinarily consisting of 100 to 200 centres. The Project Officers should have wider powers than at present.

(d) The organisation of the adult education centres should be flexible enough to suit the learners' needs, local conditions and availability of resources. (Paras 4.31-4.36).

(7) **Implementing Agencies :**

A number of agencies are making or could make an important

contribution to the Programme. In respect of them, we recommend as follows :

(a) Voluntary Agencies : The association with the programme of voluntary agencies engaged in social service, education, rural development, village industries, health-care and such other activities, should be continued and they should be given all encouragement and assistance. Whether they should continue to be assisted directly from the Centre or through the State Government would need further examination by the National Board of Adult Education. (Paras 5.11-5.13)

(b) Universities and Colleges : Universities and Colleges should be involved to the greatest possible extent, through NSS or otherwise. Involvement of women's colleges would help in increasing the participation of women learners in the Programme. In the long run, participation in social service, including adult education should become a part of the academic course. (Paras 2.14, 5.14-5.15)

(c) Schools : Involvement of schools should be increased. Eventually every school should be developed into a community centre for the education of children as well as adults. (Para 5.16)

(d) Panchayati Raj : Institutions and Municipalities should be involved in the programme, wherever and howsoever possible. They should also take responsibility for running reading rooms and libraries. (Para 5.09).

(e) Cooperatives : The NBAE should prepare, in consultation with the National Cooperative Union of India, a detailed programme for participation in adult education of the members of cooperative societies and also of their families, if possible (Para 5.10).

(f) Employers : Employers in the organised sector, public and

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private, should be required to provide adult education facilities for all their employees, and if possible, for the members of their families. A lead should be given by Government and the public sector undertakings. In this, trade unions and Central Board of Workers' Education should be associated (Para 5.17).

(g) Individuals and Other groups : Every effort should be made to involve dedicated individuals, housewives and youth clubs, Mahila Mandals and Sainik boards and other interested organizations (Para 5.18).

(8) Involvement of Political Parties and certain other Organisations

The NBAE should examine, as soon as possible, the question of ineligibility of political parties and certain other organisations—such as trade unions, associations of teachers and students, all-India cultural organisations, etc. to receive grants from Government. Till then the present practice may continue. (Paras 5.19-5.20)

(9) Need for Vigilance

Appropriate machanisms should be evolved for ensuring that misuse of funds for adult education is prevented. (Para 5.21)

(10) The Instructor

Every effort should be made to attract the best possible persons as instructors. Steps should be taken to increase the pool of persons available for recruitment as instructors, especially in remote and backward areas. Training of instructors should be improved and the best available persons should be involved in it. The honorarium of the instructor should be raised to Rs 75 per month in Stage I and to Rs 100 and Rs 125 per month respectively for Stages II and III. The appointment of instructors should be for the duration of the project (i.e. 3 or 4 years), subject to satisfactory work. There should be adequate opportunities for their advancement. (Paras 5.22-5.29).

(11) Supervisors and Project Officers

There is need to improve the opportunities of advancement for supervisors and project officers. The gap between the remuneration of instructors, supervisors and project officers should be reduced (Paras 5.30-5.31).

(12) Resource Centres

The Central Directorate of Adult Education and the SRCs should be strengthened. A Resource Centre, should be established for the North-Eastern Region. District Resource Units should be established. Full use should be made of universities and other institutions for resource development (Paras 5.32-5.36)

(13) Instructional Material

Material of good quality, including teaching aids, need to be produced in larger numbers for the instructional programme, especially for functionality and awareness and for Stages II and III. Materials are also needed for training of instructors, supervisors and project officers and for promotional and motivational purposes. While production of material is a responsibility of the Central Directorate of Adult Education and the SRCs, there is need for serious involvement of universities and other institutions of proven capability (Paras 5.37-5.40)

(14) Traditional and Folk Media

A programme of people's education should lead to a renaissance of the people's culture. There is need to support traditional and folk arts per se and also for their fuller and wider use in the furtherance of literacy and adult education programmes. Suitable Schemes for this purpose should be prepared (Paras 5.42-5.43)

(15) The Modern Media

The potential of the electronic media and film should be exploited for the programme. This needs close collaboration between

the authorities concerned with education, INSAT, Films, Doordarshan and AIR. The National and State Boards should have Media Councils and the AIR and Doordarshan should have adult education and distance learning cells at their national and regional headquarters (Paras 5.44-5.49)

(16) Libraries and Continuing Education

Steps should be taken to produce literature needed for post-literacy and continuing education. A nation-wide network of libraries should be organised and linked closely to the adult education programme (Paras 5.50-5.52).

(17) Finance

(a) The cost per person covered under the modified Programme, on a rough estimate, works out to Rs. 150. The present figure is a little over Rs. 100. (Para 6.08).

(b) On the above basis, the total cost of the Programme for 100 million persons will be Rs. 15,000 million (or Rs. 1500 crores). Of this, the amount needed in the next five years would be about Rs. 9000 million (or Rs. 900 crores).

(c) A major part of this sum of Rs. 9,000 million should be provided in the Plan of the Education Sector. The rest should be in the other sectors of development to enable the development agencies to include a component of adult education in their programmes. It should be earmarked for adult education.

(d) The existing arrangement of equal sharing of expenditure between the Central and State plans should continue. However, special additional provision should be made in the Central Plan to provide support for tribal, hill and desert regions and for such priority groups as women, Scheduled Castes, Scheduled Tribes, and the physically handicapped (Para 6.09)

(18) Financial Procedures

(a) There should be no diversion of funds provided for adult education to any other stage of education or to any other sector of development.

(b) It is essential to devise procedures which will ensure that funds reach the project agencies in time and to delegate adequate financial powers to the project officer to enable him to deal effectively with the day-to-day problems (Para 6.10)

(19) Economy

An important method of economy is to improve the efficiency and quality of the programmes. Other means would include the involvement of the community and harnessing the idealism, dedication and commitment of the people, especially the youth (Para 6.11)

(20) Implementation

The first step should be a statement by the Government regarding acceptance of the main recommendations contained in the Report. The National Board of Adult Education should be set up as early as possible to give effect to the modifications needed in the Programme. Meanwhile, action should be taken to implement recommendations such as improvement of training of instructors and instructional material special attention to priority groups, greater involvement of voluntary agencies and local bodies, coorperatives and employers and expansion of the participation of teachers and students (Paras 6.12-6.15).

1. Prof. Satya Bhushan (Educational Commissioner, Government of Jammu & Kashmir, Srinagar).
2. Shri Prem Bhai, (Banwasi Seva Ashram, Gobindpur, Distt. Mirzapur, Uttar Pradesh).
3. Shri Jagdish Mishra, (General Secretary, All India Primary Teachers Federation, Patna).
4. Smt. Sheila Trivedi, (Literacy House, Lucknow).
5. Shri Dayal Chandra Soni. (Udaipur, Rajasthan).
6. Prof. M.V. Desai, (Secretary, Press Commission, Indian Institute of Mass Communication, New Delhi).
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8. Dr. S. N. Saraf, (Chief, Education, Planning Commission, New Delhi).
9. Prof. A.K. Jalaluddin, (Director, Directorate of Adult Education, New Delhi).

Terms of Reference

To examine the Motivational aspects of the Adult Education Programme and to suggest suitable measures to strengthen them.

(C) The Need and the Nature of Motivation

7. .....Motivation for the adult literacy programme is not only important but is crucial for its success. Every opportunity should be made use of to draw the attention of the people to this programme. It needs to be remembered that motivation is a delicate matter and artificial or superficial effort to motivate the people will not have a healthy and sustained effect. Such efforts might even cause demotivation. The planners, administrators and organisers should bear these facts in their minds very clearly.

8. Strategies to foster motivation on the basis of learners' profiles should be carefully worked out. These should be separate for rural, urban, tribal areas etc. and also in terms of men and women.

9. The best way to motivate is to have a problem-approach.

Problems may be identified and solutions evolved within local framework and with the help of local people.

10. The programme has to be need-based and participatory in nature.

11. Attempt should be made to ensure linkages with development programmes. .....(pp 2-3)

(E) In-built Motivation

14. Motivation should be an in-built component of the whole programme. Right type of instructors and supervisor-cum-organisers, attractive and need-based reading material, appropriate training methodologies, constant awareness of the new dimensions of the programme will facilitate motivation in an in-built manner. Use of folk-media like open air dramas, songs, films should be made on widest possible scale to generate a national awakening on this issue.

15. However, motivation for sustained participation in literacy and follow-up programmes is an issue which needs to be faced. In this context stress should be laid on learning rather than teaching, on use of the spoken language in literacy programmes and on harnessing the mass-media and the cultural environment.

16. Motivation also depends on an awareness among the participants that they can transform their destinies and that the adult education programmes will lead to advancement of their functional capability for the realisation of this objective.

17. Moreover, a literacy programme unrelated to the working and living conditions of the learners, to the challenges of the environment and the developmental needs of the country cannot secure an active participation of the learners; nor can it be an instrument of development and progress.

(pp. 3-4)

(F) Building New Environment

18. It is necessary to create a new environment which should act as an impetus for the masses to remove the handicap of illiteracy. Not only the benefits of literacy should be explained but also the disadvantages of illiteracy should also be explained. ..... (p.4)

(G) Types of Motivation

22. While awards and certificate of honour to most successful communicators and functionaries may help in developing competitive spirit among them, care should be taken that these devices of awarding certificates etc., do not undermine and damage the self-judgement, self-defence and self-respect of adult learners.

23. One of the greatest problems that this programme has to face is to motivate people to come to the Adult Literacy Centre regularly over a considerable period till they pick up the literacy and other skills and get stabilised in them. One way to overcome this problem would be to offer a literacy certificate on completion of the course. Such a certificate will acquire value only when the literacy course is really worthwhile which will ensure acquisition of demonstrable and sustainable literacy skills. The test would be that the learners do not lapse into illiteracy. Such literacy skills should be durable and frequent use to the learner in his day to day life. It has been found that lapse into illiteracy within a short period after discontinuation of the studies for one reason or the other is a common usual phenomenon and a certificate offered immediately after the completion of a literacy course may become a farce, if the skills achieved during the course are short-lived and the learner cannot retain them permanently.

24. The follow-up programme should be concerned with provision of self-initiated reading habits. Any literacy course should be followed with such practice sessions over a fairly considerable period.

25. The certificates should be linked with the formal system of education by providing multiple-point entry system in it. This would

ensure their value for the continuation, of further education. There should be sufficient openings to enter into the formal system from the non-formal one and vice-versa at as many points as possible.

(H) Environmental Support

..... Motivation, as such, has to be addressed to the community as a whole rather than to isolated individuals. Congenial atmosphere in the centre providing sufficient accommodation, light arrangements and healthy atmosphere etc. are important; but at the same time, a favourable atmosphere within the community is very necessary. An atmosphere has to be created of the type where in community involvement is facilitated.

(i) Self-evident, in-built and intrinsic Motivation

..... We have to motivate people for their own education and development. We have to select only those means of motivation which would be educationally sound. Judging from this consideration it is quite easy to understand that self-evident, intrinsic and in-built motivation is the best and the most enduring motivation.

32. The learning process should be made attractive and appealing to the learners through greater use of visuals and other aids and through methods of dialogue and discussions to make the learning process more participatory and in tune with the life styles of learners. The programme has to become really a programme of change within the context of available inputs of development from all developmental agencies. People are motivated in undertaking for which they are made responsible themselves and in which they are treated as equal partners in planning and implementation.

33. The real meaning, importance and urgency of the programme should be explained to all including administrators and the educationists. It should be explained to all that achievement of political freedom was only a means to achieve the higher freedom of human growth. Achievement of this type of human growth requires

not only literacy and numeracy but even more than that requires social awareness, participation in development process and functional improvement as inseparable elements. (pp 7-8)

(J) The Demotivating Factors

34. ..... We also need to carefully examine such factors as might diminish the enthusiasm of the community, the adult learners, the adult educators working in the field, supervisors or project officers and the voluntary agencies responsible for conducting the programme. The constraints leading to demotivating factors should, therefore, be removed. ..... (p. 8)

37. It has to be realised that motivation as well-demotivation is contagious. No adult educator can expect the learners to be motivated if he himself is half-hearted in attending to his own work. It is very necessary that those people who are not really interested, are not assigned this work. The necessity of selecting right type of educators for the success of this programme cannot be over-emphasised. (p 9)

(K) Follow-up Programmes

44. ..... There is a need to make sincere efforts to evolve a system through which suitable reading materials continuously reaches the field workers to increase their professional competencies and assists the neo-literates in retention of literacy skills and their use in daily life situations. This is precisely the main function of follow-up and continuing education services.....

49. The follow-up and further education services in the context of the programme if properly organised, can be used as a great motivational force for learners to join adult education centres, retention of literacy skills and establishment of linkages between adult education and development programmes.

50. The programmes for retention of literacy skills:

(i) Organisation of library services (static and mobile)

(ii) Organisation of book fairs and exhibitions.

(iii) Organisation of reading clubs and book banks

(iv) Reaching new readers through a magazine posted on the home address of the reader

(v) Bringing out a wall newspaper

(vi) Distribution of reading material which may have a permanent value for the neo-literates

(vii) Assigning roles to neo-literates which require use of reading and writing skills such as making them members and office bearers of various cooperatives etc.

(viii) Organisation of self-learning programmes as programmed instruction, correspondence courses

(ix) Organisation of Mobile Vocational Education Teams.....

(p.11)

(L) Preparatory Steps

53. ..... Attention needs to be given to such pre-literacy preparation as the creation of a favourable climate (social, psychological and political) in which the relevancy of the educational programme is explained. In this phase it is essential to communicate the objectives and benefits of literacy in relation to development goals and to orient people to dialogue and participation. Partnership is crucial in planning at a pre-campaign, and even later stages between the functionaries of the various developmental agencies and the adult education personnel. Their main concern should be to establish channels of communication that would forge greatest number of assets...(p.13)

(N) Motivation through Linkages with Development

61. The learners have to feel with full personal conviction that (1)

the adult education programme in which they are being called upon to participate is a programme which essentially meets some of their urgent problems. and (b) these needs, interests and problems are related to their life and work, their occupation and family life, their health and hygiene, their community organization and social welfare. These various aspects appearing as distinct sectors or departments are in fact inseparable and integrated aspects of the individual's life in his / her socio-economic setting... (p.15)

63. An integrated approach to adult education, therefore, becomes essential. This can be secured through appropriate co-ordinating committees, training programmes and joint projects at various levels... (p.16)

66. Development effort should not be understood as one confined to governmental endeavour only. It is essentially the people's programme and linkages must be established with voluntary agencies engaged in development and with individual leaders of social groups through personal contact and group action involving them.... (p. 18)

69. People will have to arise to their own rights and responsibilities. They should themselves determine what they need to receive from the Government and mobilize the local resources themselves. People's emancipation cannot just be wished. It has to be acquired, so that they may be essentially motivated to do what is in their best interest through awareness programmes in the community. Awareness must lead to common projects of the people.

People's participation should begin with their involvement in the process of decision making and planning for they could not take interest in the programme if they are just asked to do something in the formulation of which they had no say. Participation in decision making presupposes free and frank dialogue and includes enlightened guidance by the people who have better awareness or knowledge of the desired elements of change...

(pp 19-20)

(O) Mtivation of Administrators

70. Motivation of administrators is of extreme significance because it has a bearing on the motivation of learners, instructors, supervisors and project officers etc. Bureaucracy, would broadly cover the entire governmental machinery from the management level down to the grass-root level of the village level functionary.

71. The meaning of bureaucracy must be clarified. Motivation does not mean that every bureaucrat / Government servant would be turned into an enthusiast having missionary zeal for the programme of adult education. Motivation of bureaucracy, in the context of any Government system or programme means briefly two things (a) to design and draw up a viable programme of action (b) to execute the programme so designed in good faith and to the best of one's ability...
(pp. 20-21)

72. Bureaucracy can be motivated by creating a demand on the bureaucratic system to respond to this programme. This can be done by various methods

(a) By exposure of the officers as close to the delivery system at the lowest levels as possible and to have continuous feedback by unconventional means which may make the bureaucrats feel that there is the possibility that this programme can be successful. The continuous feedback will play a crucial role in motivating the bureaucrats.

(b) By exposure of the officers to successful models of Adult Education programmes implemented in certain pockets. This can foster a demand on the system as a whole which will facilitate response to the demand of the community.

(c) Hope of success is a very powerful motivating factor for the bureaucrats. The bureaucracy enthusiastically respond to programmes of construction projects like

building of dams, irrigation canals, building of bridges and roads etc. because it can see the results. In order to create this hope of success in the bureaucrats for Adult Education, it is very necessary that there should be continuous interaction with different agencies, a systematic exposure to the conceptual framework of the programme, and a regular feedback of the program(p.21)

(P) Mutual Education on an Equal Footing

73. .....It is of paramount importance that we respect the adult learners and we learn from them also. Education is real when it is mutual between the so-called teacher and the so-called taught standing on an equal footing. Mutual Education on an equal footing should be stressed in all training programmes for Instructors, Supervisors, and Projects Officers... (pp.22-23)

(Q) Use of the Locally Spoken Language

74. .....Proper choice and use fo language can play a significant role motivating adult learner to join the programme. (p.23)

75. .....A literacy programme, should be based on a sound comparison of the local dialect and the standard regional language... (p.24)

77. Since an adult education centre is not merely a literacy centre, it is envisaged that both the instructor and the learners would communicate orally on a variety of topic, particularly, in the awareness component. In all oral discussions and presentations an attempt should be made to use the local dialect as far as possible. Part of literacy training should be devoted to making a learner aware of the use of language and, therefore, the Instructor may, where necessary, point out the differences between the local dialect and the standard variety without making value judgements on either. Reducing the dialect to writing carries a build-in consequence of the dialect becoming standardised into a vernacular. Once this standardisation takes place, there is likely to be some resistance to

the transition from the dialect to the standard variety. This is a natural process of language development and an instructor should not insist on the use of the standard variety if the local sentiment is likely to be in favour of the local dialect. Communication needs will eventually determine the status of the dialect and the standard variety. All encouragement should be given to creative use of both the local dialect as well as a standard variety as far as possible... (p.24)

79. .....The plea that the use of local dialect as a medium of literacy and adult education will be against the ideal of emotional integration is wrong because the local dialects are not being created afresh by the present literacy programme but they already exist in use as a vital means of door-to-door and neighbour-to-neighbour emotional integration and cooperative interaction among the people.

80. The principle involved is that an adult educator should use all the positive assets of the learner for his education to give him the much needed self-confidence, to be able to relate his education to his personal and social life and to derive all available help in achieving success. Moreover, the use of the locally spoken tongue will relate the learner to his own community and culture which is so necessary to make the education relevant to his life, without which a sustained motivation is not possible. Care should be taken to see that no financial constraints stand in the way of implementation of the policy relating to the use of the spoken language in literacy teaching... (p.26)

(R) Responsibility of All

81. The Government machinery, from the top level down to the municipal or Gram Panchayat level, non-governmental agencies, public sector and private sector industries will require an enduring motivation of the right type which would help the programme succeed. Education Ministry alone cannot make the programme a success unless the total government machinery is properly geared to the ideal. As a result, the popular education movement for teaching-learning should surge ahead for removal of adult illiteracy

everywhere in the houses and schools, in the factories and fields, on the dock yards and fishing boats and everywhere where people meet for work. The whole country should become one big teaching and learning community.

82. Every government functionary should be helped to realise that the adult education programme, in its essence, is the programme of a peaceful and smooth transformation for equality and fraternity among the people of all grades in the country. A conscious endeavour is to be made to dispel any misgiving about the programme being a casual department programme. It should be constantly stressed that this is not just a programme but a movement enveloping everyone in the Government as well as voluntary agencies. As such, there should be an active cooperation of the learners, the educators and implementators in the concerned and contributory development departments or agencies and the mass organisations of labour, peasants, women and youth... (pp.25-26)

86. A great responsibility falls on the educational institutions-the universities, the colleges, the secondary schools, the elementary schools and in fact the entire gamut of educational structure....All these educational institutions are supported by the society and every nation contributes to sustain them. The vast masses of poor people may not be receiving any benefit from the schools but they do contribute to their sustenance. It is also a fact that the teachers and students studying in schools, colleges and universities are a privileged lot and they owe an obligation to the society. It is their bounden duty and responsibility to try to repay at least a part of the debt which they owe to the society...(p.27)

88. ....Efforts should be made to make an adult education centre a place of belongingness, relaxation and recreation instead of just serious component of what we generally call education. In the 'Centres' they can organise hikes, excursions, cultural programmes, Sharamdans, games, volunteers service on public occasions, Kathaas, Bhajan-Keertans, Dramas, Kavi-Sammelans, Exhibitions etc., so that learners are encouraged to express the best that is hidden in them and enjoy and appreciate the same. They can help

establish a cooperative society and run it as best as possible to enable people to realise the advantages of co-operative endeavours in economic spheres. The Educational Institutions would, however, need to provide an enduring motivation of the right type which would help the programme succeed. The student of secondary schools (+ 2 stage) or the undergraduate courses at colleges and universities can motivate their family members, their neighbours and the common people in their close vicinity to participate in community activities and also take active part in the programmes which might be beneficial to people as well as to themselves. (p.28)

89. It is important to establish an organic link between adult education extension and the educational system. The former should not be looked upon merely as a welfare activity for the deprived social groups, but as a process of interaction with the society leading to valuable learning experience and as a means for making education relevant to the needs of the society..... (p. 28)

11. ADULT EDUCATION AND EXTENSION THROUGH UNIVERSITIES COLLEGES.

***Report of the UGC Working Group on Point No. : 16 of the 20 Point Programme of the Government of India,* New Delhi : University Grants Commission, 1983. pp. 77**

Chairman : Dr. (Mrs.) Madhuri R. Shah (Chairman, University Grants Commission).

Members :

1. Prof. Rais Ahmad (Vice-Chairman, University Grants Commission).
2. Smt. Anna R. Malhotra (Secretary, Government of India, Ministry of Education & Culture).
3. Shri Kireet Joshi (Educational Advisor, Government of India, Ministry of Education & Culture).
4. Shri S. Ramamoorthi (Joint Secretary, Government of India, Ministry of Education & Culture).
5. Dr. M. Santappa (Vice-Chancellor, University of Madras, Madras).
6. Dr. B.D. Sharma (Vice-Chancellor, North-East Hill University).
7. Dr. R.G. Takwale (Vice-Chancellor, University of Poona).
8. Dr. S.P. Sinha (Vice-Chancellor, Patna University).

9. Prof. K.A. Jaleel (Vice-Chancellor, Calicut University).
10. Prof. G.R. Mhaisekar (Vice-Chancellor, Marathwada University).
11. Dr. M. Aram (Vice-Chancellor, Gandhi Gram Rural Institute).
12. Prof. Moonis Raza (Director, National Institute of Educational Planning & Administration).
13. Mrs. Kamalini H. Bhansali (Registrar, S.N.D.T. Women's University).
14. Dr. M.L. Mehta (Deputy Secretary, University Grants Commission)-Member Secretary.

Terms of Reference :

1. Review of the existing Adult Education and Extension Programme being implemented through Universities and Colleges with a view to identify the short-falls / difficulties and suggest measures necessary to be adopted to overcome them so as to help evolve a meaningful and effective programme of removal of illiteracy through the help of students / teachers of Universities / Colleges.

2. Review of the existing guidelines of the UGC on Adult Education & Extension to help formulation of new guidelines for the implementation of Point No. : 16 with particular reference to :

   i) Preparation of Operational plan with year-wise targets.
   ii) Participation of priority groups.
   iii) Organisational set-up.
   iv) Specifying nodal agency for monitoring, evaluation and research for adult education programme.
   v) Functionaries - Instructors, Supervisors, Teachers, their roles, training and out of pocket allowances etc., teaching / learning materials.
   vi) Financial pattern.
   vii) Post-literacy and follow-up etc.
   viii) To promote co-ordination between different agencies involved in the implementation of the programme.
   ix) To suggest additional funds required for implementation of the programme during the Sixth and Seventh Five Year Plans, keeping in view the target / goals.

x) To suggest a suitable format to formulate the project proposal etc.

MAJOR RECOMMENDATIONS

5.1. Teaching, research and extension are the three basic objectives of University education and they should be pursued with equal importance. Extension activity is an important dimension of higher education. It should gradually permeate within each subject discipline (Paras 2.7 & 2.8).

5.2 Recommendations made to solve the problems of the on-going programmes be kept in view in formulating guidelines for programme of adult literacy under Point No. 16 of the New 20 Point Programme of the Government of India (Para 3.13).

5.3. A single mechanism be created in the university system whereby all activities like adult literacy, NSS, NCC, Continuing and Extension programmes etc., are organised under one umbrella (para 4.5).

5.4. Institutions of higher education must participate in programmes of adult literacy not only for their contribution to the educational and other developmental needs of the under-privileged sections of society, but also to assimilate a greater part of such insights into the processes of their curriculum planning and youth development (Para 4.8.)

5.5. Professional colleges should have a separate treatment. While teachers' colleges have one year courses, colleges of engineering, medicine, agriculture, law etc., have different duration and even semester system. These colleges also should be given opportunities to participate in the programme. Some kind of a 'package deal' has to be evolved for them or they may be assigned specific roles not of making people literate but of providing them with extension and continuing education work in the community (Para 4.8.).

A. Operational Plan & Targets.

5.6. Adult literacy programme through universities may be implemented in two phases. First phase to cover the period ending 31st March, 1985 and the second phase ending 31st March, 1990. In the first phase all affiliating type of universities and at least 1,500 colleges are involved to organise 15,000 to 20,000 centres. In the second phase, the number of centres be raised to at least 50,000 by involving all the universities / colleges in the country in Point No. 16 programme. While doing this, and in particular in the first phase, universities / colleges in the districts having literacy level below the national average, colleges for women and in the rural / backward / tribal areas are given priority so as to ensure priority organisation of the programmes for the women, scheduled castes / tribes, people from the rural and backward areas of the country (Para 4.10).

5.7. A university may be considered as a Unit and be made responsible for the implementation of the Programme through itself and its colleges. The university may finalise their plans in consultation with the State Governments and the Colleges concerned. In the case of universities not eligible to receive UGC assistance, proposals may be made by the colleges directly to the UGC. One of the colleges of the university eligible to receive UGC assistance be given the responsibility of coordinating the programme till such time the parent university become eligible to receive the UGC assistance (Para 4.11).

5.8 Every University and College should be required to adopt a minimum number of villages or mohalas or areas of community or a developmental block and to undertake a programme of total removal of illiteracy in a period of three to five years through a planned and phased programme. Wherever possible neighbourhood approach may be preferred. Local community be actively involved in all stages of planning and implementation of the programme (Para 4.11).

5.9. Adult literacy should be built in as an integral component of the different development programmes (Para 4.15).

5.10 Achievements of targets of the Adult Literacy Programme will be expedited if proper motivation, incentives and recognition are provided to universities / colleges / students and teachers (Para 4.16).

5.11 The following specific recommendations are given due consideration. Non-student animators may be allowed to function as instructors to ensure continuity. Supervisors should remain in service for the entire period of the programme. Adult Education work in the colleges / universities be given to separate functionaries. The College Programme Officer of the Adult Literacy be paid the same out of pocket allowance as the NSS Programme Officer. Minimum number of learners in a Centre need not be strictly specified as 30. It may be 25-30, with an average attendance of 20. Financial assistance to colleges be made available to organise even less than 10 centres (Para 4.17).

B. Priority Groups

5.12 The literacy rate among women, scheduled castes / tribes, migrant labourers, people from rural and backward areas and other weaker sections of the society is very low. High Priority should, therefore, be given to the Adult Literacy Programmes for these groups for improving their literacy level. Special attention should also be paid to the organisation of adult literacy programme for the physically handicapped (Para 4.19).

C. Organisation

5.13 It is important to have one integrated mechanism so that adult literacy programme does not end abruptly but grows into follow-up and continuing education programme. All the three stages of adult education e.g. adult literacy, follow-up and continuing education should form part of a coherent system (Para 4.20).

D. Nodal Agency

D. Nodal Agency

5.14 The University Unit of Adult, Continuing & Extension Education be the Nodal Agency for Monitoring, Evaluation and Research. Self-evaluation of the programme by the universities/colleges be a continuous activity and the reports of such evaluation should be linked with the release of grants. Further there may be an external evaluation of the total programme of the university at the end of three years (Para 421).

5.15 Universities must play a leadership role in the conduct of action research which is very essential for the promotion of adult literacy programme in the country (Para 422).

E. Training & Materials

5.16 The quality of the training programme at all levels be improved considerably (Para 426).

5.17 The manual prepared earlier be reviewed immediately, keeping in view the objectives of Point No. 16. A small expert group may be assigned this work on priority basis (Para 426).

5.18 Intensive training programmes for trainers be organised at 4-5 places immediately (Para 426).

5.19 Teaching-learning materials available at the Adult Literacy Centres should include materials on important national programmes such as population education, national integration, child care, health and family welfare, scientific temper, transfer of technology, use of bio-gas etc. (Para 427).

5.20 Fullest use be made of the material already available in the country. We recommend that documentation centres in the universities be developed for this purpose. At least one university in a state should play a leadership role in the documentation of

the literature on the various aspects of adult education, continuing education and extension (Para 427).

5.21 General principles of material preparation and language of communication be included in a training programmes of adult education functionaries (Para 4.27).

5.22 University Departments of Linguistics in collaboration with the Department of Adult / Continuing and Extension Education should play leadership role in the conduct of research on materials (Para 4.27).

F. Financial Pattern

5.23 Financial assistance to the universities / colleges be provided at the same level / norms as approved by the Government of India for the voluntary organisations participating in the programme (Para 4.28).

5.24 Reappropriations within the overall financial ceilings as recommended by the Advisory Committees of the universities / colleges be allowed (Para 4.28).

5.25 Normally assistance may be provided for the organisation of at least five centres. However, in the case of women colleges, colleges in the rural, backward (below national overage literacy level) and tribal areas, assistance may be provided to organise even two centres. Universities / colleges may also be assisted to organise adult literacy programme through "Each one Teach one" (Para 4.28).

5.26 Pattern of financial assistance for organising training programmes as approved by the Government of India for NSS Scheme be accepted for the Adult Literacy Programme (Para 4.28).

5.27 Travel expenses be provided as per shortest route and not exceeding first class railway fare in the case of college teachers and second class railway fare in the case of supervisors / instructors alongwith other admissible expenses (Para 4.28).

5.28 A University be considered as a unit of the programme and that all the grants are made to the university for disbursement to colleges participating in the programme. The universities would be responsible for the maintenance of the accounts of grants and submission of necessary documents ensuring the proper utilisation of the grants made to them. In order to ensure the timely release of the funds to the universities, we suggest a schedule for the release of the grants alongwith the documents required for the release of funds (Para 4.28).

5.29 In order to ensure the continuation of the programme at least upto 1990 so as to enable the universities / colleges to plan long-term programme, we suggest that adequate funds be provided for this purpose (Para 4.28).

5.30 All the posts will be on a long-term basis and will be of temporary nature. Staff appointed for this programme be given all such benefits as are given to the corresponding permanent employees of the universities / colleges to ensure continuity of the staff and hence of the programme. (Para 4.28).

5.31 We agree that the programme be decentralised at the university level for the purpose of funding as this would help a great deal in the timely procurement of funds by the participating institutions. (Para 4.28).

5.32 We strongly recommend that in view of the high priority given to the programme of Point No : 16 of the New 20 Point Programme of Government of India, Universities / Colleges be involved in a big-way to participate in this national programme so as

to help achieve the goals. With this in view, Universities / Colleges may, therefore, be assisted on 100% basis at least upto the end of Seventh Plan or 31st March, 1990 to enable the Universities / Colleges to make long-term continuous planning and action plans. (Para 4.28).

G. Post-Literacy and Follow-up

5.33 Post-Literacy efforts must be closely linked with literacy efforts on the one hand and with continuing education programmes on the other (Para 4.29).

5.34 While according financial sanction for the Post-Literacy Programme, the idea of integrated approach to a project should be kept in view and sanction should be issued in terms of the total project of three phases right in the beginning (Para 4.29).

5.35 There were many practical difficulties in the implementation of J.P. Naik Model No. V through Universities / Colleges. We recommend that an appropriate Model on post-literacy and follow-up work through Universities / colleges be worked out on a priority basis in consultation with the Government of India (Para 4.29).

5.36 Some models on programmes of continuing education to link post-literacy with continuing education be also developed so as to ensure continuity of contact with the motivated learners in the community (Para 4.29).

H. Co-ordination

5.37 Co-ordination between the agencies involved in the implementation of the programme is essential at all levels. Efforts of co-ordination should be more at the grass root level (Para 4.30).

5.38 There should be close collaboration between the NSS and Adult Education functionaries at all levels i.e. at the Centre, State, District, University & College levels. NSS programme functionaries in the universities / colleges / state and central levels be associated in the overall planning and implementation of the programme. We noted that adult education is one of the activities under the NSS. We suggest that this should be a major activity of the NSS during the years ahead to achieve the goals of Point No. 16 (Para 4.30).

5.39 Universities and Colleges should collaborate with various welfare and voluntary organisations in the implementation of the adult literacy programmes. We also suggest that lists of such agencies at the Centre / State levels be made available to the universities / colleges for their guidance (Para 4.31).

I. Funds

5.40 Funds amounting to Rs.3.00 to Rs.3.50 crores would be needed during the Sixth Plan (31.3.1985) and not less than Rs.15.00 crores during the 7th Plan (31.3.1990) (Para 4.32).

J. Project Proposal

5.41 Each institution should draw up a three to five year plan which would give specific indication regarding the area to be covered and the clientele. Universities and colleges should concentrate on the selected areas during the entire period of the-five years instead of shifting from one area to aflother (Para 4.33).

K. Miscellaneous

5.42 Adult education (theory and practice) should be included as a compulsory subject in teacher-training courses (Para 4.34).

5.43 Efforts should be made to promote the involvement of the mass-media, namely, Radio, Television, Film, Newspapers etc. in organising effective programme of adult education (Para 4.34).

5.44 Universities can render great service to adult education by utilising the expert's in pedagogy / andragogy and behavioural sciences, departments for training the 'Trainer of Trainers'. Absence of professional adult educators at many universities is causing a great problem and hence universities must consider commencing special training programmes (Para 4.34).

5.45 Home Science students should be encouraged to take up adult education programmes for women (Para 4.34).

5.46 We recognise the urgent need for a comprehensive manual giving the fullest details of the implementation of adult literacy programme through universities and colleges. We very strongly recommend that this manual may be got prepared with the help of an expert group on a top priority basis and circulated to universities / colleges all over India (Para 4.34).

5.47 Point No. 16 of the New 20 Point Programme also relates to the spread of universal elementary education. We feel that students could motivate children who are not going to the schools. The University / College students from the NSS or otherwise could be helpful in locating the non-school going children and getting them admitted in other primary schools or non-formal education centres. They could also organise remedial coaching classes for the needy and academically under privileged children of the Society. This could be another dimension to the participation of the students in the implementation of Point No. 16 of the New 20 Point Programme of the Government of India (Para 4.35).

5.48 The expenditure on posts sanctioned by the UGC after the UGC's assistance ceases for such posts, be met by the State

Governments as part of the maintenance budget. Universities / UGC should initiate actions in this regard and persuade the State Governments to accept this as a part of their maintenance grant after the UGC assistance cease. Ministry of Education in the Government of India may also write to State Governments with a plea to accept the programme as a permanent on going programme and treat it at part with other academic programmes (Para 4.28).

5.49 We strongly emphasize that detailed guidelines on the basis of the specific suggestions / recommendations made in the report with regard to operation, coordination, monitoring and evaluation, training and material, financial pattern etc. be drawn on a priority basis for circulation to universities / colleges (Para 4.36). (pp.39-45)

12. UNIVERSITY SYSTEM AND EXTENSION AS THE THIRD DIMENSION

Report of the Review Committee appointed by the University Grants Commission. New Delhi : University Grants Commission, 1987, pp.200.

Chairman : Prof. Ramlal Parikh (Vice-Chancelior, Gujarat Vidyapith, Ahmedabad)

Members :

1. Prof. M Aram, (Vice-Chancellor, Gandhigram Rural Institute, Gandhigram).
2. Prof. Ram Takwale, (Professor of Physics, University of Poona, Poona).
3. Smt. Kamalini H. Bansali, (Registrar, S.N.D.T. University, Bombay).
4. Dr. M. L. Mehta, (Joint Secretary, University Grants Commission, New Delhi). - Member Secretary.

Terms of Reference :

(i) To review the current programmes of Adult Education undertaken by the Universities and Colleges with a view to identify their short falls, problems, achievements and

(ii) to make recommendations for greater and more effective involvement of Universities / Colleges in the programmes of Adult Education so as to fulfil aims and goals of the Government of India.

24.0 SUMMARY OF IMPORTANT OBSERVATIONS

24.1 Extension-Third Dimension

24.1.1 Adult Education / Continuing Education should not be an adhoc programme, but should continue to be an integral part of University activity and should get institutionalised, as a permanent component of the University system.

24.1.2. Extension should be the 3rd important major activity of the universities like teaching and research as envisaged by the University Grants Commission in the policy frame. It should receive equal importance with teaching and research.

24.1.3 The University system should absorb the concept of Extension Culture" as its integral component and beginning be made by providing at least 25% time allocation for the off-campus extension work through community education type programmes.

24.2 Seventh Plan Directions and Strategies

24.2.1 The programmes of eradication of adult illiteracy in the age group 15-35 should be planned keeping in view the national commitment of completing by 1990.

24.2.2 A very high priority should be given during the Seventh Plan period, to fulfil this among the adult illiterate population of women throughout the country.

24.2.3 As the Scheduled Caste and Scheduled Tribe population together accounts for 23.6% of the total population of India, educational development of these groups needs to be specially promoted.

24.2.4 The national commitment to the eradication of illiteracy requires the involvement and active support of every educated person individually and through institutions. Each educated person, in which students are expected to play a leading role, would be expected to take some responsibility for imparting literacy.

24.2.5 In fact working with the community and serving the community in its developmental activities are the best learning opportunities for students to develop their moral, social, ethical and vocational attitudes. Students learning through field and social service activities along with the relevant component of theoretical knowledge should be a part of the curricula with due credits as a part of requirement of degree.

24.2.6 Functional literacy and universalisation of primary education should be simultaneously undertaken and given the same importance. Primary school dropouts (6-14 age group) should also be enlisted separately as learners under the Adult Education programme.

24.2.7 It is necessary to elaborate the aims and objectives of the UGC programme of extension in a more specific way.

24.2.8 The objectives of extension involve not only generation of more out-of-school activities but changes in the attitudes and approaches of the academic functionaries. To achieve these larger objectivies, it is necessary to adopt multi-pronged approaches.

24.2.9 To adopt a multi-pronged and elastic approach, taking into account abundant diversity to suit different needs of life and culture of the mass of people, greater initiative at the base institutions of university system is necessary.

24.2.10 Universities and colleges, as autonomous institutions educating younger generation of students to prepare for future responsibilities, have greater potentialities to undertake such challenging tasks of eradication of illiteracy and containing population growth etc.

24.2.11 Universities should adopt areas preferably of their jurisdiction or otherwise, as major projects for imparting literacy, post-literacy and continuing education concurrently. The plans for eradication of illiteracy be drawn in consultation with and involvement of colleges and officials of the state departments of Adult Education and all local agencies including Panchayat, Municipality, Co-operative Societies, Dairies, and voluntary agencies and schools, technical institutes, etc. as well as other semi-government agencies. A specific area / community-wise target plan should be formulated. The plan should cover all illiterates yearwise upto 1990. The plan should be widely publicised and disseminated to make people aware of this programme.

24.2.12 The Adult Education / Continuing Education Departments of Universities should formulate their own programmes of awareness and functional literacy so as to secure consequential literacy and numeracy to fulfil the needs of contemporary society for development and progress.

24.2.13 Motivating all the students and teachers of colleges and universities are vitally important in ensuring wider paricipation and successful implementation of the programmes.

24.2.14 Literacy should be made a major activity under the National Service Scheme in the universities atleast upto 1990.

24.2.15 Promotion of functional literacy should be an obligatory community service activity for college students of first degree.

24.2.16 Provision of functional literacy should be treated as a curricular activity for the students through restructuring of courses at the first degree level.

24.2.17 Each first degree student in a college be allowed to offer a paper on Adult Education involving theory and field work of 100 marks. The performance in this paper be taken into account while determining the over all merit of the student. Performance of the student should be recorded in the degree / diploma and due weightage be given in further studies / employment.

24.2.18 Students of the first degree course in all non-professional courses should be required to opt for any of the six-semesters of his / her three years course, to work for at least 90 days wholly, in specifically assigned areas for eradication of illiteracy.

24.2.19 It must be made obligatory for every B.Ed. / M.Ed. student to make at least 10 persons literate before conferment of his / her degree.

24.2.20 Rural colleges with smaller enrolment should be specially encouraged to transform themselves as community colleges with programmes of adult literacy and population education as major inbuilt components of their curricular system in every subject.

24.2.21 Proportionate reduction in workload may be given to teachers engaged in the programme for ensuring increased involvement of teachers.

24.2.22 The universities and colleges through their students and teachers as also associating schools, junior colleges, other educational institutions, Mahila Mandals, Youth Clubs, etc. including educated persons from all walks of life such as house-wives, retired personnel and others will work for total eradication of illiteracy and cultivate an environment conducive to a learning society, in adopted areas during the 7th Plan Period. In doing this, the universities should utilise fully all the infrastructural facilities available with their institutions in the areas by adopting appropriate diverse strategies and multiple approaches, ensuring the total coverage in the adopted areas by 1990.

24.3 Role of Universities, colleges and Functionaries

24.3.1 The professional and technical sevices required for the implementation of the programme is abundantly available in the universities, if the potentialities of their staff and other physical infrastructure is utilised.

24.3.2 The universities and colleges should participate in the adult education programmes through their student body, teachers and the departments or centres of adult or continuing or non-formal or extension education. The colleges should organise adult education centres with the guidance of the universities.

24.3.3 There may be three options in field work for students:-

Conducting an Adult Education Centre as an Instructor.

Participating in "Each-One Teach-One" and "Each-one Teach-a-Family" programmes.

Organising and conducting supporting programmes at adult education centres.

24.3.4 The Vice-Chancellor and the University Advisory Committee should provide the policy thrust and necessary support to the programme.

24.3.5 Principal should help in motivating the staff, students and public so as to mobilise the maximum number to participate in the adult literacy programme.

24.3.6 The Director will be the key person to implement the programme at the university level; he / she will co-ordinate and oversee the entire programme undertaken by the University and College.

24.4 Institutionalisation of Extension

24.4.1 The college has to become a catalyst in the future learning society, a centre of education and development for the students and the community through both formal and non-formal means. The students would use the community as a social laboratory for their practical, moral and attitudinal education and learn by working in and serving the community. The UGC during the Seventh Plan, therefore, should institutionalise extension so that it continues to grow along with the progressive development of higher education.

24.4.2 Institutionalisation of extension can be achieved by giving the activities their due place in teaching and research by ensuring proper manpower and resource support.

24.4.3 The extension activities be incorporated in the under-graduate courses in foundation courses, applied courses, community service project work, and in basic or core courses.

24.4.4 Institutionalisation of extension needs academic acceptance which is automatically ensured when the activities enter at a stage of studies and research which enlarges our understanding and contributes to knowledge. Extension activities can enter into research through:-

- Project work or field-based dissertation at under-graduate and post-graduate levels.
- Post-graduate courses with research component related to extension activities in the form of case studies.
- M. Phil. and Ph. D. as well as post-doctoral programmes.

24.4.5 It is essential to transform some selected colleges into Community Colleges. They should be given complete academic autonomy for innovation and experimentation.

24.4.6 Radio, T.V. Video-Audio tapes, VCR, VCP, etc. are the modern electronic communication media that are reaching slowly every village and house. The access to these equipment should be available to the disadvantaged

regions and communities through Community Education Centres with active participation of the community itself. Colleges can play a great role in organising and maintaining such centres and make them very effective centres of extensions.

24.5 University System and the Adult Education Programme.

24.5.1 In the Seventh Plan, the colleges and universities should be assigned the major role of providing resource and monitoring and promotional support to the total adult education programmes in the country right upto the grass-root levels, besides the role of actually running the adult education centres. Now that the colleges are spread upto the district and block levels, the resource support given by these colleges becomes locally relevant and effective. Further, since they already have definite structures and organisations, the new role and obligation requires only marginal financial support. So it would be economical for the programme to use colleges and universities as resource centres and as monitoring and evaluation agencies for the total adult education programme in the country.

24.5.2 It is within the ability and structural conduciveness of the colleges and universities to assume effectively the role of resource centres for adult education for research, orientation, material development, and evaluation, etc. The colleges are best suited to be developed as local resource centres for adult education as they are the knowledge centres with community of scholars and students pursuing knowledge in different disciplines.

24.5.3 For post-literacy and continuing education programmes, the colleges and universities are the most appropriate agencies to be involved.

24.5.4 Colleges and universities can also be effectively used for the monitoring and evaluation support to be given to the adult education programmes.

246 Post-Literacy and Follow-up

24.6.1 The spread of literacy has created an urgent obligation for creating a mechanism to ensure a life-long education process for the learners.

24.6.2 One of the major objectives of the post-literacy and follow-up programme should be a continuous reinforcement of literacy skills to prevent relapses and its further development to enable the neoliterates to put them into practice in various life situations leading to habit formation of reading and writing.

24.6.3 Post-literacy, follow-up and continuing education programmes have to be related to the social, cultural, political, economical, environmental and other needs of the neo-literates and are to be organised in a manner suited to local conditions, situations and the interest of the neo-literates.

24.6.4 The universities / colleges should prepare materials with greater focuss on awareness, scientific temper, functionality and other issues.

24.6.5 Post-literacy and continuing education activities should form part of the moral training of the adult education programme.

2466 The Commission has already agreed to assist the universities / colleges for the period of 12 months for instructors, supervisors, college teachers, etc. which should not, therefore, call for any additional man-power for the implementation of the post-literacy and follow-up programme save and except the materials required for the post-literacy. The Commission may however, provide funds for post-literacy material as per norms of the Government of India which may be suitably adapted where necessary.

24.6.7 The same stude structor or a non-student instructor identified for the purpose s. d be the post-literacy and follow-up programme worker. The supervisor and the college teacher in-charge will be responsible for successful implementation of the programme.

24.7 Monitoring and Evaluation

24.7.1 It is, therefore, extremely important for the universities to send their monitoring return to the State Directorate of Adult Education so as to apprise them of the innovative attempts and contributions made by the universities in this programme.

24.7.2 Monitoring is an essential requisite in any programme and it is more so in the eradication of illiteracy among adults. It is aimed at steering clear of all hazards with a view to achieve the targets. Timely feedback is needed for ensuring proper conduct of the programme and that is the major aim of monitoring.

24.7.3 The universities should periodically (twice a year) apprise the UGC of the administrative, academic and financial position of the programme.

24.7.4 The university will collect all the necessary return from the colleges and after consolidation, they will be sent to the UGC and the State Directorate of Adult Education for onward transmission to the Directorate of Adult Education, Government of India as per schedules prescribed in this regard.

24.7.5 It is essential that an abstract information indicating the number of colleges implementing Adult Education programme, number of centres functioning and enrolment by sex and caste is sent by the university to the State Government latest by the 5th of the month succeeding each quarter. This information is required by the State Governments to send abstract information on monitoring of 20 Point Programme to the Directorate of Adult Education, Government of India, New Delhi by the 10th of succeeding month of each quarter.

24.8 Adult Education Research and Universities-Some Guidelines

24.8.1 The universities in India have a major role to play, especially in the task of conducting applied research so as to improve upon the machinary and policy-planning of adult education programmes.

24.8.2 The universities should establish linkages of adult education to various development programmes through well-designed and effectively conducted research programmes. Universities should also undertake projects that display innovations for combining adult education with productive activities, and common cost benefits or cost-effectiveness.

24.8.3 The UGC should formulate guidelines and provide financial support for augmenting more qualitative researches in this field.

24.8.4 The colleges can further undertake the task of investigating the socio-political, religious, cultural, economic, demographic and environmental needs and awareness of the illiterate adults before starting any programme of adult education. Moreover, they can locate, through village information schedules, the problems of adults, availability of reading materials, suitability of reading materials and visuals, etc. While the universities are to undertake research projects, with macro perspective of fundamental or applied nature, the colleges should concentrate on problems of regional variations that would fall in the domain of action-research.

24.8.5 Since the non-formal adult, continuing and extension education programmes are growing very fast in all the sectors, namely, universities, voluntary organisations and government agencies, it is urgent and imperative that systematic efforts are to be initiated to develop professional manpower suitable to conceive, plan, train and implement those programmes effectively.

24.8.6 Both for the strengthening of the short-term training programmes and also the diploma courses, it is imperative that a systematic and meaningful base of professional knowledge is developed. This means it is necessary to undertake a well directed academic activity of study, research and experimentation. To generate such an activity in a systematic manner, it requires an organisational frame-work. In the university set up, integratred M.Phil. / Ph.D. programme built on the post-Master's Diploma programme, provides such a frame-work of organisation. The UGC should promote this programme of studies and research intended to break new ground in developing and consolidating appropriate body of knowledge in non-formal adult, continuing and extension education. The UGC should identify a few univertsities to start with on the basis of availability of senior academic persons with proven commitment, experience and academic abilities in the field of non-formal education and fully support its funding.

24.8.7 The nature of M.Phil. Ph.D. programme in non-formal adult, continuing and extension education should essentially be interdisciplinary in nature and should function as a power house to generate appropriate systematic body of basic and applied knowledge to develop professional manpower resource at various levels of functioning.

24.8.8 The course would have two terminal points, viz. M.Phil and Ph.D., though it is desired that those who enter into M.Phil will go through Ph.D. programme. No candidate should be admitted into this programme directly for Ph.D. It should essentially be an integrated M.Phil. and Ph.D. programme.

24.9 Special Target Groups

24.9.1 Women, scheduled caste, scheduled tribe, other backward communities, educationally backward minorities, rural population, handicapped should receive high priority in adult education activities.

24.9.2 In the total enrolment of the centres, an attempt should be made to secure at least 50% women, scheduled castes and scheduled tribe learners.

24.10 Umbrella Approach

24.10.1 There should be a single mechanism in the university system whereby all activities like adult literacy, NSS, continuing and extension programmes and all other forms of non-formal learning are organised under one umbrella.

24.10.2 A faculty/school of non-formal education be created in the universities to promote and co-ordinate all such activities. While the department of Adult Education would be responsible for programme of adult and continuing education, there may be other centres on other aspects of non-formal education such as rural development, etc.

24.10.3 Organisation : The department of Adult & Continuing Education should have the same status as an academic department and universities should provide such recognition in their statutes/ regulations wherever necessary.

24.10.4 Since adult education is a field activity with a multi-disciplinary thrust, traditional authority structures should not be applied to it. A separate faculty of non-formal education may, therefore, be more congenial to the aims and purposes of adult and continuing education.

24.11 Posts

24.11.1 The UGC should persuade the State Governments for giving concurrence to the take over as a committed expenditure of staff at the end of 1990.

24.11.2 The posts sanctioned at present are upto 1990 which are of a temporary nature. However, all benefits as given to the permanent corresponding staff of the universities be given to such staff of the Departments of Adult and Continuing Education.

24.11.3 The State Governments may be persuaded to expedite their acceptance of the merger of these posts into the maintenance grants of the universities after 1990, when the UGC assistance ceases.

24.11.4 The colleges having adopted an area to organise about 100 centres, besides participation in other extension programmes should have a full time college programme officer as in the university.

24.11.5 The University Departments of Adult and Continuing Education whould have adequate staff such as Directors, Assistant Directors, Project Officers, besides technical, administrative and statistical staff to ensure effective and target-oriented implementation of adult education programmes within the time bound frame.

24.11.6 Qualifications & Scales of Pay: Appropriate qualifications conducive to extension work should be modified on the following lines:

24.11.7 Both the new staff and the present staff be eligible in the scales of pay as recommended by the Commission lately, i.e. Rs.700 to 1600 for Project Officers, Rs.1200 to 1900 for Assistant Directors and Rs.1500 to 2500 for Directors, subject to prescribed qualifications.

24.11.8 The revised qualifications as suggested by the Committee are to be acquired by the new as well as the present staff as under :

> In the case of Project Officer and Assistant Director/Co-Ordinator, in case a suitable candidate is not available who meets the prescribed qualifications or a qualified candidate is not found suitable by the Selection Committee, the condition of Post Master's Diploma and M.Phil/Ph.D. or published learning materials or published research in the subject as stated in the qualifications be relaxed on condition that the candidate selected fulfil the above condition within next 8 years from the date of appointment, otherwise the increment will cease at the stage where the incumbent is at that point of time.

As far as present incumbents holding posts of Project Officer, Assistant Director/Co-Ordinator, Director, appointed on permanent basis, who are appointed through properly constituted Selection Committee are concerned, they will be placed in the revised salary scales, irrespective of their present qualifications, on condition that they improve their qualifications to meet those prescribed above, within a period of their reaching the maximum of the unrevised scale (i.e. Project Officer at Rs.1,300/-; Assistant Director/ Co-Ordinator at Rs.1600/-; and Director at Rs.2,000/-) failing which they will not be permitted to draw further increment in the revised grade.

24.12 Students

In order to motivate the students to take up adult education work, it should be integrated in the curriculum as a project or assignment to be considered for internal assessment. For this purpose a uniform system of credit should be devised for all the universities.

24.13 Supervisors

Appointment of full-time supervisors for centres should be encouraged rather than present part-time supervisors. This implies that every college or department should organise at least 30 centres.

24.14 Advisory Committee

24.14.1 The Advisory Committee should be at the university, college and centre levels to ensure proper implementation, co-ordination, monitoring and achievement of targets.

24.14.2 University representatives should also be represented on the State/District level committees relating to the programmes of adult education, population education,etc.

24.15 Co-ordination and Collaboration

24.15.1 Co-ordination mechanisms must be evolved to ensure mutual help at all levels between National/State Area Development plans and universities and colleges, through several committees suggested in this regard.

24.15.2 Effective collaborative linkages should be established and strengthened with voluntary organisations engaged in adult literacy or community development work.

24.16 Training and Manpower Development

24.16.1 Professional competence of adult education functionaries in the universities needs to be improved considerably. All functionaries of adult and continuing education be motivated to participate in series of three-week summer institutes. It should be made

obligatory for all Assistant Directors and Project Officers to qualify in the post-M.A. Diploma and M.Phil. course in Adult/Population Education.

24.16.2 M.Phil. programmes in Adult and Continuing Education as a sequel to the post-M.A. Diploma in Adult and Continuing Education or building it into an M.Phil. programme to attract competent persons be instituted.

24.16.3 The training/organisation aspect needs to be seen in a more comprehensive frame than programme formulation and preparation of the manual/handbook. It needs to take into account preparation of training packages including printed materials, slide-cum-cassette sets, transparencies, video-cassettes etc. for the training of functionaries at various levels.

24.16.4 Greater stress is needed for offering training/orientation programmes in continuing and population education.

24.16.5 Teacher fellowships on the lines of those in other disciplines should be provided by the UGC under faculty improvement programme for adult, continuing and population education.

24.16.6 'National Lectureship' on the lines of other subjects should be created every year to sustain awareness on the entire gamut of the programme.

Materials should be made available on a large scale. Common materials related to media technology e.g. slides, cassettes, should be prepared and replicated at Resource Centres and Media Centres and provided to all university Departments of Adult and Continuing Education.

24.18 Mass Campaign

A proper climate should be created in educational institutions and the neighbourhood community through publicity campaigns, mohalla committees, volunteer groups, mass media, placards, hoardings, banners, etc.

24.19 Local Community Involvement

Community leaders should be involved in the organisational aspects of the work by inviting them on Advisory Committees, Village community members should also be invited in identifying learners and programme planning.

24.20 Expectations from Universities

Universities have special responsibility in raising the quality of instruction at Adult Education Centres so as to enlighten the learners with latest knowledge in all relevant spheres of life in the most simplified manner.

24.21 Incentives

A system of recognition through incentives at different levels be introduced.

24.22 N.S.S.

24.22.1 NSS Officers at the Centre/State/University and college levels should be always associated on the committee of adult education programme.

24.22.2 The scheme of NSS and Adult Education programme through universities and colleges in the country may be implemented by the UGC. This will also facilitate the integration of extension and community services in the curriculum. (pp. 107-113)

13. MISSION APPROACH TO LITERACY

National Literacy Mission New Delhi : Ministry of Human Resource
Development, Govt. of India, 1988, pp. 59

EXCERPTS

Mission Objectives

Impart functional literacy to 80 million illiterate persons in 15-35 age-group—30 million by 1990 and additional 50 million by 1955. (p. 14)

Mission Clientele

The NLM will concentrate on the 15-35 age-group which is crucial for the country's development...

The focus of NLM would be on rural areas, particularly women and persons belonging to SCs/STs... (p.16)

Key Issues for the success of NLM

— National Committment
— Creation of an environment conducive to learning.
— Motivation of learners and teachers
— Mass mobilisation and people's involvement
— Techno-pedagogic inputs
— Efficient management and monitoring... (p. 18)

Strategy

National-wide strategy

Increase Motivation

The central issue in literacy is motivation. Entire NLM has been designed to face this issue.

Secure People's Participation

Systematic efforts will be made to secure people's participation through media and communication, creation of local level participatory structures, taking out of jatthas, training of cadres of youth, etc. These efforts are expected to create an environment conducive to learning.

Significantly Increase Involvement of Voluntary Agencies

Diverse methods will be employed for identification of suitable voluntary agencies, procedures of financial assistance streamlined and voluntary agencies involved on a massive scale for spread of the programme, for training and technical resource development experimentation and innovation, etc.

Substantially Improve On going Programmes

Existing programmes will be continued, but their quality improved by application of proven S&T inputs, better supervision, suitable training, pedagogical innovations, etc... (p. 19)

Launch Mass Movement

MPFL will be expanded and strengthened and a mass movement for literacy launched by involving educational institutions, teachers, students, youth, military and paramilitary personnel, housewives, ex-servicemen, employers, trade unions, etc. .

Institutionalize Continuing Education

Mechanism for post-literacy continuing education, particularly through establishment of Jana Shikshan Nilayams and better use of existing institutional facilities, will be created throughout the country.

Ensure Availability of Standard Learning Material

The structure of technical resource development at the national, state as well as district levels will ensure that material of good quality, and conforming to the objectives of the Mission, become widely available.

Universalize the Outreach

By 1990 facilities for literacy learning, continuing education and vocational training will be extended to all parts of the country.

Technology Demonstration

Technology demonstration will be undertaken in 40 districts for development, transfer and application of techno-pedagogic inputs. Results will be evaluated for application beyond 40 districts.

Establish Mission Management System at Different Levels

An effective Mission Management System will be established to ensure achievement of the mission Objectives. This would include mechanisms for suitable staff selection and development, collection, flow and utilization of information, systematic monitoring and mid-course corrections where necessary, and impact evaluation.

Design for Motivation-Centred Programme

CONTENT INPUTS	FORM RELATED INPUTS
Functional education, skill development, economic activity related programmes	Dedicated instructor well trained to discharge his functions, having behavioural qualities to work with the poor and the illiterates as equals.
Based on health-related issues, particularly women's programmes around children's health	Improved learning atmosphere, well-lighted classrooms, suitable learning material, a feeling that those who run the programme care for them.
Literacy as a need per se, mainly in urban areas.	Improved pace of learning, creation of confidence among learners that they can learn and that literacy is not an endless drudgery.

Recreational relief, cultural activity, entertainment.	Good arrangments of continuing education, availability of reading material, making the literate person aware of his/her new eligibility.
Awareness or conscientization-centred programmes.	General environment which values literacy-including political and administrative leadership, demonstration of national determination.
Programmes centering around religious discourses 'bhajans'etc.	There are other factors such as attractive learning materials, opportunity to go on excursions and fairs, incentives, awards and recognition with publicity to functionaries and learners. (p.23)

Youth training and deployment

Approximately 100 training institutions to be identified.

- Volluntary agencies
- Universities/colleges
- Social Scince research institutes
- Trade unions
- NYKs
- Shramik Vidyapeeths

Each to select and impart training of about 3 weeks to a specified number of youth.

Trainees: mainly youth who are committed to social development, ex-servicemen, panchyat members, other dedicated individuals, of whom at least 1/3 would be women.

Responsibility for this to be with national organization of NYKs and with some lead organizations, research institutions, voluntary agencies, etc.

Of the trained persons 2000 to 2500 each year will do whole time or part-time work (as National Service Volunteers, literacy/NFE instructors/supervisors)or function as Activists for Education.(p. 25)

Targets, number of VAs to be involved

300 in 1987-88
700 in 1988-89
1000 in 1989-90

Identification of VAs through

State Governments
Intermediate agencies such as
— CAPART
— Central Social Welfare Board
— Khadi and Village Industries Commission
— State Resource Centres
— Social Work & Research Centre, Tilonia
— Bhagwatula Charitable Trust, Yellamanchili, Andhra Pradesh.
— Uttarkhand Sewa Nidhi, Almora
Directly by the National Authority...(p. 27)

IMPROVEMENT OF ONGOING PROGRAMMES

The main ongoing programmes are Rural Functional Literacy Projects (RFLP) and State Adult Education Programmes, which have been carefully reviewed and need is felt to thoroughly reorganize them. Measures to be taken will include:

(i) Flexibility in the size of project—they could consist of 100 to 300 Centres depending upon the requirement of a particular area.

(ii) Reduction in the span of control of supervisor from 30 Adult Education Centres to about 8 Adult Education Centres. The supervisor will now be drawn from the local community, preferably an experienced and outstanding adult education instructor.

(iii) Literacy will be imparted in the spoken language. Languages spoken by large groups, which are distinct from the regional languages, will be identified for development of literacy learning material.

(iv) Techno-pedagogical inputs will be introduced systematically. These would include rapid literacy learning methods, teaching/learning aids, improving the environment of Adult Education Centres, etc.

(v) Revamping of the training system by introducing participatory training processes, increasing the number of days of initial training, provision of inservice training, setting up of District Resource Units for adults/non-formal education as a part of District Institutes of Education & Training and use of educational technology.

(vi) Increasing the number of women instructors, even by adjusting the minimum qualifications and making arrangements for their continuing education.

(vii) Provision of facilities for post-literacy and continuing education through Jana Shikshan Nilayams (JSN), Vocational training courses, special newspapers / wall-papers etc. Upto 60,000 JSNs will be opened by 1990...(p.29).

MASS PROGRAMME OF FUNCTIONAL LITERACY

Why the Mass Programme?

— To make literacy a people's mission.

— To harness all agencies for the Mission.

— To pose mass literacy programme as a challenge for the youth.

— To secure participation of the disciplined forces.

— To lay stress on women's participation.

Involvement of universities, colleges, teachers and students

— By emphasising study service, viz. specific projects taken up by students as part of work experience or social / national service which will be reflected in their final result sheets.

— Stressing functional literacy in National Service Scheme, increasing coverage from 200,000 student volunteers in 1986-87 to 500,000 by 1990.

— Provision of institutional incentives for eradication of illiteracy in well defined areas.

Employers and trade union

— Employers in the organised and semi-organised sectors and trade unions to run literacy classes and work-related courses for workers. Coverage to include:

— railways

— large mining operations

— all public sector undertakings

— all medium and large scale industries.

Involvement of disciplined forces and captive clientele

— Armed Forces and para-military personnel may consider organising literacy programmes in border and remote areas.

— Welfare organisations of Armed Forces and para-military personnel to organise literacy and vocational education courses for the families of their personnel.

— Territorial Army to be extensively employed for this work.

— Ex-servicemen through Sailors, Soldiers and Airmen's Boards.

— Prison managements and voluntary agencies to organise literacy and vocational training courses for inmates.

Opening up facilities

Facilities in Government as well as private offices, educational institutions and other public places to be made available for functinal literacy and adult education activities in the evenings.

Learning packages

Attractively packaged comprehensive learning materials to be preparted for the Mass Programme. Wherever possible, audio cassette players, TV, VCR, etc. to be used to supplement face to face instruction.

Women's Integrated Learning for Life (WILL)

Women's literacy and education is critical for proper childcare. ICDS programme will endeavour to revive the component of women's functional literacy..... (pp.30-31)

CONTINUING EDUCATION

A phased programme of post-literacy and continuing education will be implemented. The principle instrumentality will be Jana Shikshan Nilayan (JSN). A JSN will be set up for a cluster of 4-5 villages (population of about 5000).

JSN's functions

- — evening class for upgradation of literacy and numeracy skills.
- — library
- — reading room with suitable newspapers and journals.
- — charcha mandal for discussion on common problems.
- — simple and short duration training programmes relating to subjects such as health and family welfare, new developments in agriculture and animal husbandry, conservation of energy, improved chulha, etc.
- — sports and adventure activities.
- — recreational and cultural activities, particularly the traditional folk forms.
- — a window for securing information on various developmental programmes.
- — a communication centre where community radio, audio, cassette players, TV and possibly VCR may be provided.

Continuing education will also be provided through the following

- — employers, trade unions and the concerned agencies of the government for the workers and other employees.
- — all post-secondary education institutions, including universities, colleges and polytechnics, to give extension work the same importance as they do to instruction.
- — book promotion programmes to be taken up on a big scale.
- — libraries and reading rooms in educational institutions to be opened to public in the evenings.
- — non-formal programmes of vocational and technical education based on the needs and interests of learners to be organized on a large scale, ensuring that women participate in such programmes with men.
- — mass media to supplement other programmes. (pp. 32-33)

UNIVERSALISATION OF THE OUTREACH

Determined efforts shall have to be made to reach all the adult illiterates, specially women and the disadvantaged sections like tribals, those living in far-flung and inaccessible areas. Modalities to be adopted to enlarge outreach:

- Increase in the number of projects.
- Intensive involvement of VAs and social activist groups.
- Primary schools to run literacy activities.
- Involvement of all agencies working for deprived sections of society.
- Individualized instruction through Mass Programme of Functional Literacy.
- Development of distance learning techniques.

Detailed micro-planning to be undertaken to provide functional literacy instruction for all sections of society....(p. 36).

TECHNO-PEDAGOGY & TECHNOLOGY DEMONSTRATION AREA OF TECHNO-PEDAGOGIC INPUTS AND R & D

The input of S & T and pedagogical research can greatly improve the quality of the instructional programme. Some possibilities:

Lighting arrangements

- Electrification.
- Improved petromax and hurricane lanterns.
- R&D for cost reduction in storage of solar energy.

Learning material

- Improved black boards and roller boards.
- Design and manufacture of new type of slate, using plastic / paper material.

— Production of good quality learning aids: globes, maps and charts, models for explaining human anatomy and physiology.
— Use of radio, audio cassette and other electronic materials for learning.
— R&D for computer-aided learning, reduction in cost of electronic aids.

Learner motivation

— Use of mass media
— Posters, bill-boards, exhibitions.

Training

— Use of electronic media for group learing.
— Production of improved programmes in the form of audio / video cassettes and training films.
— Slides / film strips.
— R&D for production of overhead projection equipment at reasonable cost.

Improving the pace and quality of literacy learning

— Survey of existing techinques of rapid literacy learning.
— Combination of face to face instruction with communication technology. — Use of electronic media for communication of national concern.
— R&D for
  — the pedagogy of improved pace and quality of learning.
  — computerized maintenance of information on each learner.
  — use of computer in learner evaluation.

Post-literacy and continuing education

— Use of computer-aided publishing for mass production of

  — books

— journals
— newspapers

— Provision of radio and audio cassette recorder / palyer, and also, if possible, VCR.
— R&D for
— image magnifying equipment.
— low cost radio, cassette player VCR, etc.

Use of computers in the management of NLM

For project planning.
- For creation of a systematic data base.
- For analysis of data for decision making.
- For inventory control.(pp. 37-39)

PROCESS OF TECHNOLOGY DEMONSTRATION (TD)

- Selection of 40 DISTRICTS: 20 WELL-ENDOWED, 20 UNDER ENDOWED
- Creation of TD MISSION MANAGEMENT SYSTEM
- IDENTIFICATION OF PROBLEMS by Mission management.
- Campaign for PEOPLE'S PARTICIPATION.
- Development of TECHNO-PEDAGOGIC PACKAGE.
- TECHNOLOGY TRANSFER for production.
- MONITORING and review of inputs-outputs.
- Determination of PARAMETERS FOR REPLICATION.
- REPLICATION BEYOND 40 DISTRICTS.
- REMISSION OF PROBLEMS from non-TD districts for search of solutions.....(pp39-40)

GOVERNING PRINCIPLES FOR MISSION MANAGEMENT

- Decentralisation and functional autonomy with centralised control.
- people's participation.
- Enabling mechanisms for securing cooperation of Collaborating Agencies.
- Personnel to have professional competence.

- Induction of women on a large scale.
- Clear delineation of levels of decision making, responsibility and accountability.
- Flexibility.
- Innovative methods of selection, training and motivation of functionaries.
- Provision of adequate funds, including a substantial lumpsum, for innovative initiatives.
- Use of computers and electronic media as learning aids, in management and for debureaucratization. (p. 41)

MISSION MANAGEMENT STRUCTURE

Project

The critical level in the management of NLM is the project, which will consist of one or two contiguous Blocks in a district.

Objectives

— complete responsibility for eradication of illiteracy in the project area.

— organisation of continuing education programmes.

Characteristics

- administratively viable.
- functionally autonomous.
- compact area.
- basic features and financial norms uniform for all projects.
- flexibility and variation will be encouraged for promotion of innovation, particularly in projects to be taken by voluntary agencies.
- projects will be implemented by various agencies namely, State Governments, Voluntary Agencies, Panchayati Raj institutions, Nehru Yuvak Kendras, etc..

Management functions

- planning of the programme.
- selection and training of supervisors and instructors.
- securing linkage with developmental agencies and mass organisations.
- provision of supplies.
- research and development
- monitoring and evaluation.

Operational strategy

- Adult Education Centre (AEC) will be the operational unit.
- AECs will be organised at the village/mohalla level.
- AEC Organiser will be a local worker acceptable to the community
- About 8 AECs will be overseen by a Supervisor (PRERAK).
- PRERAK will be selected from the local are, preferably an experienced and successful AEC Organiser.
- PRERAK will also organise post-literacy and continuing education through Jana Shikshan Nilayams.

District level

At the District level the District Board of Education (DBE) will be responsible for overall planning and administration of all educational programmes. District Resource Unit (DRU) as a part of DIET will provide technical resource support to the DBEs.

Functions of DBE

- planning of eradication of illiteracy in whole district
- spatial allocation of responsibility among the various agencies implementing the programme.
- overall guidance to DRU.
- ensuring coordination of all programmes of adult education undertaken by different agencies.

Functions of DRU

- provide technical assistance to DBE.

- train AE and NFE functionaries at the district level.
- orient the functionaries of development departments and other concerned agencies.
- material preparation for basic and post-literacy programmes.
- mobilise media support.
- evaluation.

State level

At the State level, there will be a Commission/Authority headed by the Chief Minister, with responsibility for planning and implementations of the programme on the same lines as indicated for the National level. State Resource Centres (SRC) exist in most of the States for providing technical resource support to the adult education programme. They will assist the State level Commission/Authority. The SRCs will be strengthened by training of the personnel, provision of adequate financial support and improved coordination with State Governments.

National level

At the National level, there will be a National Authority on Adult Education (NAAE) headed by the Minister of Human Resource Development. This would have functional autonomy and full powers to take all decisions not requiring reference to the Cabinet. A Mission Task Force will be set up for the implementation of NLM. The Task Force will be headed by Director-General who will be of the rank of Additional/Joint Secretary. National Institute of Adult Education (NIAE) will be set up by converting the existing Directorate of Adult Education. This Institute will be the apex body for providing technical resource support to the Authority and to the State Governments, voluntary agencies, etc.

Responsibilities and functions of NIAE

- environment building
- planning and budgeting for the programme
- operation of field programmes
- creation of multi-level structures for development of materials and for training of functionaries.

- Techno-pedagogic support to NLM.
- continuing education programmes.
- provision of media support.
- linkages with other development departments.
- monitoring, concurrent evaluation and research.

MONITORING & EVALUATION

Overview

- A computerised Management Information System, will be instituted to ensure reliable steady flow of information needed for improvement in management at all levels..... (pp. 42-46.)

Phased Implementation

- By March 1988 (Phase I), the 40 Technology Demonstration districts will be addressed for computerisation. A small computer will be installed at each District Mission Office as part of the pilot study.
- In 2 of the 40 districts, data pertaining to all illiterates (15-35 age group) will also be continually captured and put on to computers. This will enable District Mission Leaders to undertake microplanning for coverage of the total population under NLM.
- During this phase, detailed Systems Studies will be carried out at various representative locations across the country.
- In Phase I, dedicated computer resources will be made available to the District Mission Leader.
- National level computerisation to analyse data from 40 districts will commence in Phase I.
- In Phase II, (1988-89) experience gained from 40 districts will be combined with the findings of the detailed Systems Studies to draw up computerisation plan for the whole country. State level computerisation will commence in this phase.
- At the end of Phase I, based on the experience gained through Technology Demonstrations as well as status of computerisation of the National Informatics Centre, a decision

will be taken regarding whether dedicated computer resources are to be used by NLM, or the national network is to be used.

- Computerisation on the nation-wide scale will be introduced in 1989-90 (phase III).

Concurrent external evaluation and impact studies

- Institutions of social research, universities and voluntary organisations will be invited to undertake concurrent data audit and formative as well as summative evaluation.
- Impact studies will be undertaken to assess the results of the Mission on incidence of illiteracy, and the extent to which the specific objectives spelt out on page 14 are achieved. ...

(pp. 47-48.)

PART II

GENERAL DOCUMENTS HAVING A COVERAGE ON ADULT EDUCATION

1. ROLE OF ADULT EDUCATION IN RURAL DEVELOPMENT IN BRITISH INDIA

Report of the Royal Commission on Agriculture, Bombay: Government Central Press, 1928.

The Royal Commission comprising of ten members was set up in April 1926 under the Chairmanship of Victor Alexander John Marques of Linlithgrow to examine and report on the prevailing conditions of agriculture and economy in British India, and make recommendations for the improvement of agriculture, and also suggest measures to promote the welfare and prosperity of the rural population. On the basis of the premise that agriculture provides livelihood either directly or indirectly to the vast majority of the rural population in India, the report focusses on the type of education best suited to the needs of an agricultural population in the rural areas. Considering adult education as the main concern of non-officials rather than the Government, the report highlights the importance of literacy to agricultural communities in British India.

EXCERPTS:

...It is clear that while a universal system of rural education for children is obviously indispensable for the future, it cannot affect the present situation and if it is not to be supplemented by a determined effort to spread adult education, many of the improvements in agriculture which we so earnestly desire to see must be postponed

until a new generation has sprung up fitted by early tuition to reap the advantages we seek to place within their reach. That appreciable progress has been achieved in popularising the idea of adult education indicates that the people are willing to accept new opportunities and to depart from old custom. The very fact that adult schools have been started is evidence that some adults have been convinced that it is worth their while to attend. It may be that disappointments have been great and failures many, but it is encouraging that efforts have been made, have been responded to and have even met with some measure of success. Active steps to promote adult education date from about 1920-21. Since then their progress has been rapid and in 1925-26, the number of pupils undergoing instruction was 122,649. The movement is still, however, practically confined to two provinces, the Punjab and Bengal... The impetus in rural areas has, in the main, been furnished by the Co-operative Department and once schools have been successfully established by that department they are handed over to the Education Department. It should be mentioned that provision is made for female as well as for male education. In Bengal, where there were, in 1926, 926 adult schools with 20,319 pupils on the rolls, the movement has not the same intimate connection with the Co-operative Department as it has in the Punjab and it is perhaps for this reason that doubts have been expressed whether, in many cases, the schools are functioning with success. The figures for Bengal include 17 schools, with 442 pupils, situated in urban areas. In addition to schools in the large cities, government in the Bombay Presidency maintain 116 primary schools for education of adults and, in 1925, 4012 pupils were educated in them at a cost of Rs. 17,038. These schools were chiefly night schools. Some 37 schools under the auspices of the Provincial Co-operative Institute were started in 1922 for the education of adults. A private donor supplied the necessary funds for three years. After his death in 1924, the schools had to be discontinued for want of funds.

We are much attracted by the possibilites which a development of adult education on a large scale holds out. Such a development would antedate by at least a generation that great advance in literacy which, in our view, is essential to progress in all direction. Its

influence in enlarging the scope of the cultivator's horizon and in increasing his willingness to adopt agricultural improvements and his capacity to watch over his own interests in buying and selling commodities and produce would be immense. Valuable time would thus be gained at a somewhat critical period, since conditions may not remain as favourable as they have been, and skill are, for the introduction of the agricultural products of India to the world's markets with the beneficial reactions on internal prosperity which may be expected to follow. Even more important is the stimulus which would be given to the spread of primary education amongst the youth of both sexes. As we have seen, a great obstacle to educational advance is presented by the apathy of the parents and no better method of overcoming this can be devised than by inducing them to realise in their own persons the benefits of education. When that apathy is overcome, the financial difficulty is also in a fair way to removal, for a community which is convinced of the benefits of education may be expected to be willing to tax itself to secure them. Again, what may be described as the "after care" of the literacy won at the primary school stage will be immensely facilitated, for the spread of literacy amongst the parents will create a demand for a supply of the printed matter which is still seldom met with in rural districts in India and will thus give to the village libraries, which now require fostering care from educational and other official authorities, the secure basis of popular support.

We have considered whether the education departments might not participate in the movement for adult education to a much greater extent than they do at present in view of its great possibilities for good. We have, however, come somewhat reluctantly to the conclusion that such participation would impose too great a strain on the primary school organisation. Village school masters, if they do their duty properly by the children under their care, cannot be expected as a body to undertake the additional work involved in night classes for the parents of those children and the same consideration applies to the school inspectorate and to the educational organisation at headquarters, which would inevitably have additional work thrown on them if the Government were to start an extensive campaign to further adult education. Work of this kind is, in our view, work which

co-operative societies and associations of public spirited individuals who are anxious to promote the development of the country-side are specially fitted to undertake. We trust, however, that there will be the closest possible co-ordination between the education departments and the co-operative departments and of both departments with associations which may interest themselves in the promotion of adult education. In suggesting it as a field for non-official activity, we would express the hope that the lessons to be drawn from the failure of the schools started under the auspices of the Co-operative Institute, Bombay, will not be overlooked. If the movement is to be successful, it must be based on popular support and not on funds and initiative supplied from outside. Popular support can only be secured as the result of active propaganda and much preliminary spade work.

Whilst we hold that the advance of adult education is a matter for non-official activity rather than for the government departments, we consider that there may be a case for assisting co-operative societies financially in the matter of adult education. Such assistance might take the form of a pro rata contribution from provincial revenues to the funds which a society has been able to raise privately. It should, however, be made an invariable condition of all such assistance that the schools should be subject to inspection by educational officers. School buildings should be freely placed at the disposal of organisers and every facility compatible with the due discharge of their primary duty of educating the young should be given to teachers who are willing to undertake the additional work involved. (pp. 529-31)

Illiteracy presents the most formidable single obstacle to rural development in the widest sense. The fact that, of the population of twenty years of age and over, nearly ninety per cent cannot be reached directly by the printed word creates a barrier between them and every branch of useful knowledge. The resources in personnel and money which are available are entirely unequal to the task of helping the mass of the cultivators by the spoken word. It is the more unfortunate that it should be so as the evidence we received shows that the rural community is by no means slow to adopt any form of improvement, of the value of which it is convinced. We are

persuaded that the only hope of substantial progress lies in the mobilisation of all the available forces, both public and private, in a determined attack upon illiteracy. It is not to be expected that all provinces, or indeed all parts of the same province, should advance at equal speed. This apparent drawback has the advantage that the more backward tracts can learn from the experiments carried out in more advanced areas, always provided that there is effective liaison between the various educational authorities... (pp. 559-60)

Summary of Conclusions and Recommendations:

(1) The spread of literacy among the women of India is of great importance to rural development.

(2) The influence of female education in spreading lasting literacy among the young should be ascertained, with a view to demonstrating the true relation between female literacy and the spread of general literacy.

(3) The advancement of adult education is a matter for non-official activity rather than for government departments but the latter should assist it in all possible ways... (pp. 560-61)

2. ROLE OF LITERACY IN POLITICAL EDUCATION

Review of Growth of Education in India : Report of the Auxilliary Committee of Indian Statutory Commission, 1929, London: His Majesty's Stationary Office, 1929.

The Auxilliary Committee was appointed in 1928 to survey and report on the growth of education and estimate the effect both in respect of performance and promise of mass education. It had six members and Sir Philip Hartog was the Chairman. The report was submitted in 1929 and covered all aspects of education in British India. Highlighting the importance and role of literacy for political education of Indians, the report observed that the estasblishment of a "really satisfactory system of mass education in India would be a very big task".

EXCERPTS:

...To spread education among the masses of India, to make it effective, to maintain a good standard, and to adjust it in its various grades to the needs of the people, is a very big task indeed. Even if the zealous educationist concentrates his efforts on the development of simple literacy, he encounters obstacles which he cannot quickly remove or evi. ... The Indian villager may be willing for his child to go to school for a year or two, but, as soon as the child can give help in the fields or the home, economic pressure and long tradition are strong inducements to take the child away, especially as the cultivator does not, as a rule, value education for its own sake. Nine-tenth of the Indian population - that is to say, about one-sixth of the human race - live in the villages of India, and most of these villages are so small and scattered that the provision of effective primary

education is expensive and difficult to organise. There are formidable obstacles arising from caste and communal feeling. It is not too much to say that the establishment of a really satisfactory system of mass education in India, and the creation thereby of an educated peasantry, constitute one of the most tremendous problem which educationists have ever had to face. All well directed efforts in this direction call for sympathy and encouragement....

Literacy among the People

We realise that education is not an indispensable requisite for an intelligent exercise of the vote. We have had evidence, which we see no reason to doubt, of the shrewdness which so often resides in the illiterate peasantry of the rural areas. Many a ryot, unable to read or write, is capable of knowing clearly, within the narrow range of his experience, what he wants and of making as intelligent a selection of a representative as some of his literate fellow-villagers. But we need hardly labour to establish the proposition that education does help in the formation of an electorate which will be potentially more capable of understanding issues submitted to its judgement and hence prima facie better equipped to exercise political power. We are justified, therefore, in regarding the extent of popular education as a not untrustworthy general guide to a people's fitness for the exercise of political privileges, and the prevalence of literacy is the commonest and the most easily ascertainable index to the stage reached in mass education. True, literacy alone affords no guarantee of the attainment of real political capacity, but the ability to read at least increases the probability that statements and discussion of political issues and political programmes will reach the elector. It simplifies also the essential mechanics of the polling booth, for it means, or ought to mean, that the voter will be able to cast his vote in the proper ballot box without the aid of colour or symbol, or of some more questionable guidance.

(pp.381-382)

Limits of Adult Education

...illiteracy prevails among adults to a most unsatisfactory degree and that, unless a child has learned to read and write in early years,

it is unlikely that it will become literate later in life. Indeed, the movement for adult education in India (apart from university courses has, with one striking and valuable exception, hardly begun. We refer to the work done by the Army for education in India. The Indian Army School of Education at Belgaum now turns out each year about 300 Indian officers, holding Viceroy's Commissions, as well as a large number of non-commissioned offficers - a total of about 2,500-- each of whom has undergone a full year's training as an Education Instructor. By this means, educational courses are given to the whole personnel of the Indian Army, and many thousands of men return to village life literate and instructed on many matters, from map reading to the duties of citizenship. For example, the Army Manual on Hygiene makes the returning soldier a source of knowledge on this subject in many villages of the martial classes. (p. 383)

...While the ignorance and indifference in matters of education which still, though to a diminishing degree, envelop the ordinary Indian household constitute the main obstacle to real progress, we cannot resist the conclusion that the failure, even in existing circumstances, to achieve more substantial results is due mainly to ineffective control, direction, and administration.... (p..385).

Grounds for Encouragement

...The spirit of the people is the foundation of education, and if the people desire to be educated or can be inspired with a desire to be educated, or even can be stirred into a willingness to be educated, well directed effort to educate them will not be thrown away. The experience of the last eight years is in this respect not at all discouraging. The intense public interest in the question of education, the readiness on the part of most legislatures to find funds to finance it, even in circumstances of great financial stringency, the eagerness shown by most Ministers to provide increasingly wider educational facilities and thus carry out what was almost everywhere regarded as a mandate from the electorate, though they afford no guarantee against the recurrence of errors and failures have in recent years given a motive power to the development of education in India such as perhaps has never existed before. (pp.386-387).

3. STATE AND LITERACY CAMPAIGN

Report of the Post-War Educational Development in India, New Delhi: Central Advisory Board of Education, 1944.

A Committee was set up to enquire into the Post-War educational development in India in 1944. The Committee had thirteen members and Sardar Sir Jogendra Singh was the Chairman. The terms of reference were to "make an attempt towards providing India with a system of education and to survey the main fields of educational activity with a view to ascertaining the minimum provisions required". The report covered all aspects of education including adult education. Reviewing the recommendations of the Adult Education Committee of 1939, the report emphasised that the responsibility for adult education must rest with the State which should prepare a long term campaign.

EXCERPTS:

...The role of adult education is to make every possible member of a State an effective and efficient citizen and thus to give reality to the ideal of democracy... (p. 68)

It is also important that the further education to be provided for adults should be of such a nature as will not only make them more useful members of society but will also help them in some measure to improve their economic position. Only in this way will the average illiterate acquire respect for children. Adult Education must, therefore, be practical as well as cultural; it should also be closely related to the student's daily life and work... (p. 69)

...The normal age range of adult education should be 10 plus to 40. (p. 71)

...Even when universal primary education has become the rule, unless special measures are taken, illiteracy will only be eliminated after all the illiterates then over ten years' age are dead. In view of the urgent importance of adult education, not only in the interest of the present illiterates but also as an essential adjunct to any system of compulsory education, the problem of liquidating illiteracy and establishing effective arrangements for adult education must be tackled as quickly as possible. What can be done, however, is necessarily limited by the resources available. Even if all the money required were immediately forth-coming, it would still be necessary to find suitable teachers and organisers, of whom there are comparatively few available at present. Once, however, a comprehensive system of national education has been inaugurated, it might be feasible to complete the work of adult literacy within twenty-five years, even after taking into account the fact that the first five years will have to be devoted mainly to preparatory work, including the setting up of an effective organisation for the training of teachers and that as literacy progresses, there must be a gradual shift over to the work of adult education proper. (p. 71-72)

..The problem of adult education as a whole, however, is far too vast to be within the capacity of unaided voluntary effort, whatever its organisation, however effective its propaganda and however willing and generous the public which supports it. The State must accept the primary responsibility for tackling the problem. (p. 75)

There are specific ways in which the help of the public-spirited can be enlisted. For instance, the great employers of labour, big commercial firms and other trade associations as well as the bigger landlords can, and some of them no doubt will, offer assistance in this work in many ways. Such help can perhaps more confidently be expected from the employers of labour and industrial organisations in view of the need for educated manual workers which various authoritative bodies have repeatedly stressed.... There will also be some social service organisations and public spirited individuals who

will desire to work on their own. The State should welcome the voluntary services of such organisations and individuals and afford all possible aid, provided they are prepared to conform to the general principles of the national scheme and the standard of their instructional work does not fall short of the state standard.... (p. 75)

...The importance of making women, and particularly mothers, literate is so great for the future generations that what can be done must be done. Obviously the standard of literacy among women should not in any case be lower than among men. But until women teachers are available in sufficient numbers and where social customs do not permit mixed classes, it may be necessary to depend to a large extent on volunteer teachers, even if their training and qualifications fall short of what would normally be required.

(p. 76)

Summary of the main conclusions:

(1) ...Literacy is a means not an end in itself. Although the main emphasis in the beginning may be placed on the liquidation of illiteracy, adult educaiton in the full sense must be provided for those already literate. The amount of this should progressively increase as illiteracy disappears.

(2) It is estimated that even with the introduction of a universal system of Basic education there will be over 9 crores of illiterates (age 10-40) to be dealth with. Plans should be made to solve this problem by a campaign spread over twenty years. Before this campaign opens, five years should be devoted to the necessary preparation, including the recruitment and training of the staff or teachers required.

(3) In this as in all branches of education the quality of the teacher is of supreme importance. The difficulty of obtaining a sufficient number of teachers of the right type, particularly women, must on no account be underestimted.

(4) The responsibility for adult education must rest with the State

but every effort should be made to enlist the aid of suitable voluntary organisations wherever available...*p.* 83

4. WOMEN AND ADULT EDUCATION

Report of the National Committee on Women's Education, New Delhi: Ministry of Education, Govt. of India, 1959.

In view of the recommendations of the education panel of the planning commission, a National Committee on Women's education was constituted in 1958 under the Chairmanship of Smt. Durgabai Deshmukh and it had eight members to suggest special measures to make up the lee-way in women's education at the primary and secondary levels; to examine the problem of wastage in girls' education and illiterate adult women; to survey the nature and extent of material and other facilities offered by voluntary welfare organisations for the education of illiterate women, and to examine for the education of illiterate women, and to examine the possibility and methods of encouraging a large nunmber of women to go into vocational trades. The report submitted in 1959 has suggested a number of remedial measures to check wastage and stagnation among school girsl and provided models of condensed courses for women. The report highlights the importance of organizing intensive literacy campaigns among illiterate women on "as large scale as possible" and at the same time providing special continuing educational facilities for literate women.

EXCERPTS :

Special Education Facilities for Adult Women

....There is one problem which relates almost excusively to women viz., the problem of providing special educatonal facilities for

an adult woman who, right in the middle of life, is faced with a situation where she has to earn a living for herself or her family. This is an extremely important field in the education of women and its significance for social progress is very great; but unfortunately, it is little understood and appreciated at present. (p. 129)

Why the State should make such provision at all for adult women, especially when no similar provision is made or demanded for men is the first issue raised. We feel that such provision is needed and absolutely necessary for four very valid reasons:

(i) We feel that such special educational facilities have to be provided on humanitarian grounds and that it is the duty of the State, and especially of a Welfare State that we are trying to establish in our country, to help citizens in distress to earn a living and support themselves... (p.130)

(ii) ...The predicament which creates the need for such educational facilities for women often arises out of factors beyond their control and not infrequently, it is the 'double standard' of social laws that is largely responsible for the helpless position of many women. Women are discouraged from receiving education on the assumption that their vocation is marriage and homemaking and that their maintenance, as well as the maintenance of their children, will be looked after by the husband. When this social assumption fails through factors beyond her control and for no fault of hers, the woman who is now called upon to shoulder economic responsibilities, has a right to receive education that will fit her for a profession—a right that was denied to her in her childhood. The fulfilment of this responsiblity through the provision of special educational facilities for adult women is nothing more than payment of an old debt that has been long overdue and it should not, therefore, be regarded as favour to her.

(iii) We recommended the provision of such educational facilities as stated in the opening discussion not only for the personal welfare of the women concerned but also for the immediate and urgent social necessity of securing the women workers that are so badly needed for the reconstruction of the country.

(iv) . . .There are certain types of work such as family planning, social welfare work for which, there is no doubt, only mature women are suitable. Moreover they must be capable of living in villages on their own and of adjusting themselves to the temperament of the local community. Young girls in the age group of 16-18 will obviously not be suitable as they will not be able to influence the local community and will need constant protection which may not be readily available in the smaller villages. If it were possible therefore to get a sufficient number of adult women of the right age group, that is 25-40, the problem could be solved more satisfactorily. But in many parts of the country we are faced with the difficulties of employing mature women because they lack the necessary educational qualifications. Such women have had either no schooling or not adequate schooling or have allowed to lapse what little they learnt at school. In all these cases schooling or reschool is called for to prepare them for a place in the working world. (p. 132)

Types of Courses:....The primary objective of the special educational facilities for adult women is to train them for some vocation as quickly as possible. For this purpose, the need most commonly felt is for condensed courses which bring the general education of women to some common accepted standard such as a pass at the Middle School Examination or at the High School or Higher Secondary examination. The most common types of these educational facilities will be two : (1) those that prepare women for the Middle School Examination and (2) those that prepare them for the High School or Higher Secondary Examination.

A third type of a condensed course or orientation course would be one which prepares women for suitable vocation after completion of necessary continuation education.

The duration of these courses is another problem. It is obvious that the total duration of Middle School Course (7 or 8 years) and of the High School or Higher Secondary course (10 to 11 years) can be considerably condensed for these grown up students. In the first

place, adults have an experience of the world and a psychological maturity which children do not have and which enables them to acquire the same measure of scholastic achievements in a much shorter time. Secondly, there is some part of the school curriculum and a large part of the extra curricular activities which are not needed for adults. The elimination of these from the curriculum will further help to condense the course for them...(p. 134)

...The State Education Departments, Secondary Education Boards and Universities should allow these women to take all their examinations as private candidates, that is to say all examinations except those for which work in a laboratory or any other type of practical work in an educational institution is a necessary pre-requisite, in which the case and required attendance should form a condition of their taking the examination. Further women should be allowed to take their examination in stage or compartments. We would, therefore, like to insist that the women undertaking these condensed courses should appear for the same final examination as the pupils of primary or secondary schools, but they may be exempted from certain portions like Goemetry in the final examination. This is a matter which will have to be examined by the authorities concerned and we recommend that the Education Departments of the States and Boards of Secondary Education should have it examined and issue the necessary decisions...(pp. 135-36)

Suggestions for framing Syllabus from Condensed Courses:

(1) The course in each school subject should be divided into small suitable units so that after the completion of a unit in the period of a month or two months, new units can be commenced in that subject. Students who complete that unit need not be held back because other members of the class have not reached that standard. They should be allowed to proceed with the study of the higher unit on their own with a little guidance from the teacher. In the class for adult women, absolute uniformity will neither be possible nor desirable.

(2) Curricula for adults need not contain topics or items which are

of interest only or mostly to children. If necessary, textbooks for adults may be got prepared specially.

(3) The main principles of condensation in the different subjects will be as follows:

Language—(a) The number of pages in prose and lines of poetry to be read in each standard should be proportionately reduced. The adult women should be familiar with all the reading books meant for standard V—VII but they need not cover the same ground as the primary puplis. (b) Only such grammer as will be absolutely essential for correct speech, writing and interpretation of difficult reading material should be taught. Intricacies of grammer could very well be left out and in the final examination question of grammer of this type need not be made compulsory.

Mathematics—Only the fundamentals should be concentrated on these being judged by their utility in life as well as in examinaiton...(p. 136)

History—Most of the history syllabus can ordinarily be covered in a short period by narration or by individual reading. The only principle to be followed in deciding the course in history will be to avoid over-lapping and repetition which at present figure in the syllabus because of the concentric method being followed in framing it.

Geography—The geography of India will have to be studied as fully and in detail as by pupils of primary schools and all the observational and practical work will also have to be included. In the case of world geography, it will be enough if only the main principles relating to general climatic conditions and the life of the people in each different countries of the world are studied. Map reading often proves to be a stumbling block to adults who are not in the habit of reading maps but some rudimentary knowledge will have to be included in the study of geography.

Science—The course in General Science lays a great deal of stress on the study of physiology and hygiene and some domestic science. The whole course can be covered within a short duration

and here the adult women's experience of life will prove to be specially useful and can be drawn upon fully in the teaching of the subject.

Hindi—Hindi is a compulsory subject in most of the studies for the Middle school stage or the upper-primary stage for those whose mother-tongue is different. It is doubtful if more than a rudimentary knowledge of Hindi can be acquired by an adult women who will be required to compress within 3 years what other students in primary shools will be taking 7 years to complete.

Needle Work and Drawing—Here also the adult women will be at an advantage since most of them will be familiar with the requirements of the syllabus in this subject. However, a systematic training in needle work and cutting simple garments required in everyday life will be very useful... (pp. 136-137)

... A few institutions may and should exist in cities and towns or their suburbs. What we desire to emphasise is that every effort should be made to start such institutions in rural areas or to persuade existing institutions in rural areas to undertake this activity also.

... Every preference should be given to voluntary organisations of standing and repute to organise these educational facilities for adult women... (p. 138)

... A separate section for institutions which provide such special educational facilities for adult women should be included in the Grant-in-aid Codes of State Governments and Administrations...

(i) The rules regarding the grant of recognition to such institutions should be as simple as possible, and the usual conditions should be relaxed as much as is practicable in the case of institutions located in rural areas.

(ii) No fees should be charged in such institutions.

(iii) There should be no conditions of minimum enrolment and attendance.

(iv) The grant-in-aid should ordinarily be liberal enough to cover the entire expenditure of the institution, subject, however to such general ceilings of grant-in-aid per capita as may be prescribed by the State Governments in view of their local conditions. (p. 139)

Problem of Literacy: The problem of literacy amongst women is colossal in its magnitude and baffling in its complications. It is not only the huge number of illiterates that constitutes the main problem; in fact, it is the dependent status of women, the shackles of custom, the almost total absence of leisure due to a life of drudgery and the conservatism of men (even of the women themselves) which is the heart of the problem. The task is, therefore, both vast and difficult. (p. 160)

What is needed at present, therefore, is more funds, more workers and a more determined drive to eradicate the evil of illiteracy. For this purpose, we make two main recommendations. The first is that a determined effort should be made to increase the number of literacy classes for women as largely as possible, particularly in rural areas. This may be attempted through the separate schools for girls which should be converted into Community Centres for local women and closely associated with Mahila Mandals.

... Intensive campaigns for the spread of literacy amongst women should be organised, both in urban and rural areas, on as large a scale as possible. For this purpose, the State Governments should be requested to select certain compact areas and an attempt should be made to make 30 to 50 thousand women literate in each area in a given period. The preparation for the campaign should start at least one year in advance and should include the entire plan of the campaign from the initial survey to the final follow-up. A fairly large amount should be set aside in the Third Five Year Plan for such campaigns for spreading literacy amongst women. A special

machinery should be created to evaluate the results of campaigns from time to time and also to use them to make the later campaigns more successful... (p. 161)

... Strengthening the family as the basic social unit is one of the most important plans of social education, and women have to bear the brunt of any programme designed for strengthening the family. As a vast number of women are unlettered, this programme will have to be based on means of communication other than the written language. It is, however, essential that the techniques employed must be fundamentally educational, that is to say, groups of women interested in acquiring the simple knowledge and skills within this programme should be created and as far as possible responsibilities involved in acquiring the skills should be Developed on the groups themselves in a collective fashion.

The simple types of knowledge, attitudes and skills needed to strengthen the family may be considered in five groups comprising food, children, cleanliness, other domestic skills and certain attitudes.

a. So far as food is concerned the women need to know the basic principles of nutrition; the idea of the balanced meal; the food needs fo infants, children, adolescents and adults; the preparation of a few cheap but complete foods; and the preservation of certain types of food, which are cheap and abundant in one season but scarce in others. If possible, the scope of this part of the programme may be extended to include kitchen gardening, bee-keeping and poultry.

b. In regard to children, the women need to know broadly the methods of bringing up children in accordance with modern developments in child psychology and child care; the more common diseases of children and their simple remedies of proved efficacy and the great importance to the family of putting children of school-going age in the school and providing study facilities for them. In this connection it is of the greatest importance that women should appreciate the need of family planning.

c. Health and sanitation will include care of the body and formation of healthy habits, cleanliness of the house, disposal of waste, soakage pits, smokeless chulhas etc., It could also include the popularisation of simple and cheap latrines, such as the one developed at the Action Research Institute at Lucknow.

d. Other needed skills include cutting and sewing, spinning and knitting as well as simple first-aid. If possible, a vocational skill which can stand the women in good stead in the locality may also be imparted.

e. Besides the skills mentioned above, it is of great importance that women should develop new attitudes to birth-control and the education of their children, particularly girls. They must also develop an antipathy to superstitious practices, wasteful customs and the caste mentality. The removal of the hold of casteism on the minds of women is absolutely necessary and the task has to be tackled with seriousness... (pp. 161-62)

... It would be necessary to establish Mahila Mandals in every village which should be required to organize social education of the local women...

In some areas in different States the method of well-equipped mobile mission should be tried. A vehicle equipped with charts, pictures, films, film-strips and auxiliary instruments may carry 2 or 3 women, including the driver, to work intensively in an area for about 3½ months. The standardised equipment will of course, also include all the material necessary for the training programme mentioned earlier, and in addition a sewing machine, a community medicine chest, kitchen garden seeds, models of smokeless chulhas, latrines etc.

It is suggested that a girls' school in one of the smaller towns may be selected as the base from which a mobile mission may operate. A small town is not so isolated from the surrounding rural areas. The staff of the mission and its equipment will be a part of the staff and equipment of the school and the head of the school—pref-

erably, a high school—will be the administrator in charge of the mission. If necessary she will receive suitable training for a short period to enable her to discharge her responsibilities connected with the mission... (p. 162)

5. EMOTIONAL INTEGRATION AND ROLE OF ADULT EDUCATION

Report of the Committee on Emotional Integration,
New Delhi: Ministry of Education, Govt. of India, 1962.

The Committee was set up on the lines of recommendations made by the Conference of Education Ministers held in November 1960 under the Chairmanship of Dr. Sampurnanand. The Committee comprising of twelve members was constituted to examine the role of education in the promotion of emotional integration and identify the obstacles that hinder the process of integration and suggest suitable educational programmes aimed at strengthening emotional integration in national life. The report submitted in 1961 throws light on the evolution of concept and importance of emotional integration in modern India and lays emphasis on the role of youth and teachers. It highlights the need for evolving an adult education programme linked with the occupational interests and cultural background of people.

EXCERPTS:

... Next to technical and primary education very high priority should be accorded to adult education programmes in view of their importance in the circumstances prevailing in the country today. It is ultimately the economic development of the people that goes to promote national integration, and one of the biggest obstacles in bringing about such a development rapidly is the alarming extent of illiteracy in our country... (p. 104)

... Operations on mammoth scale will have to be undertaken to wipe out illiteracy from this country within a reasonable period, as the problem is colossal. That this can be done, given the necessary drive and a sense of urgency, is apparent from the success such a programme has had in the U.S.S.R. where a nation that was 43 per cent illiterate managed to achieve full literacy within a decade.

... Any organised system of adult education should therefore, ensure that men and women, in addition to acquiring additional vocational and technical skills, are given a general education which will foster in them a sense of abiding values and the faculty of critical judgment. To discount prejudice and arrive at a balanced view in all matters should be one of the first lessons taught in adult
education... (p. 105)

... It is clear that for an underdeveloped economy the best means of rousing and retaining the interest of people is an appeal to their desire for economic security. We, therefore, are of opinion that the education being organised for the adult population should also be further education which stems mainly from individual interests—economic, cultural and social.

The majority of the adult population work in the agricultural sector and adult farmers must be educated to make use of best extension methods available to raise their standards of living and to contribute their best to national wealth. It is also necessary to organize some suitable programmes to give them the necessary education in the acquisition of certain simple skills for certain types of work which can be done at home during their spare time.

The same problem arises for people in a vast number of large-scale and small-scale industries. They, too, must be enabled to improve their living standards. It is necessary to give them better training in their jobs apart from other facilities. There are also millions of people working in a number of undertakings who have to be given training in improved techniques of workmanship Again, there are millions of people who have to start earning a

livelihood much before they have had time to educate themselves adequately and improve their talents, and they need every facility to learn even after they finish formal schooling.

In the changing economy of the country women are also required to work in larger numbers to supplement the family income. They number about 4.2 crores and with the rising tempo of industrialisation in the country, the consequent development of trade, commerce and social service, this figure is bound to increase. With sufficient opportunities for the empolyment of women, special programmes to enable women workers to improve their skills will also be necessary.

What the people thus need most today is the organisation of part-time classes or education at adult level for trades or industries. Such education should be included in any comprehensive social education programmes. When education for adults is linked with occupational interests, the people themselves will take advantage of programmes which hold out the promise of better living conditions. (p. 107)

...The people working at lower levels in industries, service or even agriculture, should be encouraged to improve their educational qualifications and to acquire better skill to improve their vocational efficiency. Employers - Government or non-Government-should give these workers necessary encouragement. A comprehensive scheme for further education of various types for skilled and unskilled people should be drawn up by the Union Education Ministry in consultation with the other Ministries or organisations concerned... (p. 108)

Adult education demands special qualities of teaching. What the adult educator needs is not to handle his audience as if they are passive recipients of information, but to draw them into constructive participation in the discussion groups, lectures and other programmes. Without indulging in commonplaces and over simplifications regarding the oneness of the people and their glorious past it should be his duty to help the creation of attitudes which eschew prrjudice, supersition and intolerance. It is also his duty to organise such

activities and aids to education as will attract and hold the attention of adult audiences and help them to improve their skills. The unlettered man feels that in learning to read and write he has something purposeful to gain; the literate man should feel that further education helps to broaden his outlook and be an asset in his work. (p. 108)

We shall have to mobilise all our resources in men, material and buildings to see that the education of the adult sections of our community is not neglected...

The funds allocated to the Ministries of Community Development and Education should be pooled and assistance given to every State to implement the literacy drive effectively.

To draw up a comprehensive scheme for adult education it is necessary to list the agencies, social and cultural, in any area for an evaluation of how their activities can fit into the pattern, to plan looking for potential leadership among lay citizens, studying physical facilities like buildings and the extent to which the local community is willing to help. Adult education includes all sorts of educational influences like drama, art, music, museums, libraries, radios, films, magazines and newspapers. Recognising the tremendous importance of such influences it should be the aim of adult education organisers to use them with discrimination and judgement. If radio programmes are directed towards farmers and other rural population, for example, it is necessary to ensure that the village has at least a minimum number of receiving sets.

...The maximum use should be made of museums, libraries and mass media like the film and the radio in the education of adults, in addition to the work of the social education organiser and the block development officer. Museums and libraries can provide space for lectures and organise such programmes and discussion groups. They can co-operate in the organisation of travelling exhibitions in rural areas and mobile library clubs. We consider that the Ministries concerned with these various aids should draw up a combined scheme in this respect for implementation in all the States.

We urge the Union Education Ministry to take immediate actin to see that during the training period these adults are also introduced to a certain minimum programme to help them have a basic knowledge of their country and to realise the need for whole-hearted co-operation in its developmental activites. In an underdeveloped country like ours such programmes which promise them better and fuller living are of great significance in promoting a feeling of economic security which is one of the conditions for national solidarity. Such an approach would ensure that the adult is given every chance to widen his field of opportunities through training offered at the lowest cost for those who desire it and can put it to worthwhile use. (p. 112)

6. THE SELECTIVE AND MASS APPROACHES TO LITERACY

Report of the Education Commission 1964-66,
New Delhi : Ministry of Education, 1966

An Education Commission was appointed by the Government of India in 1964 to review education in all its aspects and to make recommendations for its future development. The commission had seventeen members and Dr. D.S. Kothari was the Chairman. The Commission devoted a full chapter on adult education and discussed the different strategies for the eradication of illiteracy, importance of Continuing Education and the role of libraries and universities in adult education.

EXCERPTS :

The Scope of Adult Education

Education does not end with schooling but it is a life-long process. The adult today has need of an understanding of the rapidly changing world and the growing complexities of society. Even those who have had the most sophisticated education must continue to learn; the alternative is obsolescence....

...No nation can leave its security only to the police and the army; to a large extent national security depends upon the education of citizens, their knowledge of affairs, their character and sense of discipline and their ability to participate effectively in security measures.

Thus viewed, the function of adult education in a democracy is

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to provide every adult citizen with an opportunity for education of the type which he wishes and which he should have for his personal enrichment, professional advancement and effective participation in social and political life.

In normal conditions, programmes of adult education presume universal literacy. In the Indian context 70 per cent of the people are unable to read and write and, naturally, liquidation of illiteracy becomes a matter of immediate national concer. (p. 422)

An effective programme of adult education in the Indian context should envisage the following :

- liquidation of illiteracy;
- continuing education;
- correspondence courses;
- libraries;
- role of universities in adult education; and
- organization and administration of adult education... (p. 423)

Iquidation in Illiteracy

The Need for Action - ...conventional methods of hastening literacy are of poor avail. If the trend is to be reversed, a massive unorthodox national efffort is necessary...

Illiteracy as a mass phenomenon blocks economic and social progress, affects economic productivity, population control, national integration and security and improvement in health and sanitation... (p. 423)

...The existence of the vast massses of illiterate people in our country which prides itself on its noble traditions of learning, is humiliating. These are simple and self-evident facts which are seldom desputed. It is, however, necessary to realize that an effort commensurate with the magnitude of the task of eradication of illiteracy is inconceivable unless there is a clear convic-

tion on the part of the national leadership that the education of the masses of illiterates has a direct bearing on economic and social progress and on the quality of national life... (p. 424)

To put an end to this intolerable situation, we recommend a nationwide, coherent and sustained campaign for liquidation of illiteracy. The campaign aggroach is necessitated by the lack of resources and realization of the urgency of the problem. The campaign should be inspired by a faith in its vital significance to national life and should be organized and supported vigorously by the social and political leadership in the country. It should involve the Central, State and Local governments, all governmental agencies, all voluntary agencies and private organizations and industries all educational institutions ranging from the universities to primary schools and above all, all educated men and women in the country. A lesser effort will fail to generate the necessary motivation and build up effective momentum. The task is enormously difficult. It requires a spirit of dedication, imaginative organization, intelligent cooperation of all agencies involved and ungrudging effort and sacrifice on the part of the workers. However, the task can be achieved; it was achieved in the USSR immediately after the Revolution. The determined Russian effort gained for the country much more than mere universal literacy. It gave the people a sense of achievement and national pride and prepared it for participation in social transformation. The situation in India is somewhat different, but a mighty effort similar to the Russian will be an educational experience of great national significance... (pp. 424-25)

The Concept of Literacy — We do not equate literacy with the mere ability to read and write. Literacy, if it is to be worthwhile, must be functional. It should enable the literate not only to acquire sufficient mastery over the tools of literacy but also to acquire relevant knowledge which will enable him to pursue his own interests and ends...

...Literacy programmes should have three essential ingredients :

(1) It must be, as far as possible, work-based and aimed at creating

attitudes and interests and imparting skills and information which will help a person to do efficiently whatever work he is engaged in.

(2) It must help the illiterate to interest himself in vital national problems and to participate effectively in the social and political life of the country.

(3) It must impart such skills in reading, writing and arithmetic as would enable him, if he so wishes, to continue his education either on his own or through other available avenues of informal education.

It follows that literacy programmes will have three stages. The initial stage will consist of acquaintance with reading, writing and arithmetic and some general knowledge relating to civic and national problems in which the entire society is involved and to the profession in which the learner is engaged. The second stage should deepen the knowledge and skills gained in the initial stage and train the adult in using literacy gained for solving personal problems and enriching personal life. The third stage should lead the adult to one of the programmes of continuing education.

Programmes for Arresting the Growth of Illiteracy

The first step to liquidate illiteracy should be to arrest the swelling of the numbers of illiterates by

— expansion of universal schooling of at least five years' duration as rapidly as possible to the age group 6-11;
— providing part-time education to those children of the age-group 11-14 who either missed schooling or dropped prematurely out of the schools; and
— providing part-time general and vocational education to young adults of the age-group 15-30 who have received some years of schooling but insufficient to carry them to a stage of permanent literacy or to prepare them adequatily for the demands made on them by their environment...(pp. 425-26)

We recommend a two-fold strategy for combating illiter-

acy in the country which, for the sake of convenience, we may call

a. the selective approach; and

b. the mass approach.

Programmes planned on the basis of the two approaches should go hand in hand; they should not be considered to be alteranative.

The Selective Approach :The selective approach is specially suited to groups which can be easily identified, controlled and motivated for intensive literacy work. The specific needs of these groups can be ascertained and purposeful literacy programmes prepared to meet them. It is easier to handle such groups and investment on literacy for them can yield comparatively quick and gainful results. A further advantage of the selective approach is that the literacy programmes can include training which will advance the occupational and vocational interests... (p. 426)

All economic and social development plans have their human aspect and involve a large number of persons who have had no schooling. It is, therefore, logical that every development project in whatever field — industrial, agricultural, commercial, health, education or any other — should include, as an intergal part, a plan for the education of its employees, more especially of those who are illiterate...

Planners of literacy programmes should be on the look out to locate and develop others.

The Mass Approach. The essence of the mass approach lies in a determined mobilization of all availble educated men and women in the country to constitute a force to combat ittiteracy and an effective organization and utilization of this force in a well-planned literacy campaign. This approach is unorthodox but not untried. Whereas the selective approach is tied down by its inherent limitations

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and is by its very nature ineffective as an overall solution, the mass approach can achieve a real breakthrough...(p. 427)

The responsibility for initiating a massive move to combat illiteracy goes beyond the capacity of the administrative and educational systems. It rests squarely upon the political and social leadership of the country. The success of this approach depends upon the strength of the conviction of those who are at the helm of national affairs, that illiteracy impedes national development as well as upon their ability to carry conviction to the people and to generate strong enthusiasm and motivation. We are convinced that if the nation is determined to make the country literate and to make the effort and sacrifice commensurate with the undertaking, India can become a literate nation within the foreseeable future.

Adult education is by nature a voluntary activity; the basic driving force is, therefore, the individual motivation of the adult, It may be clear -to planners, educators and administrator that national security and integration, productivity and population control, health and general welfare of the people would improve through widespread adult education and training. This may not be so immediately apparent to the individual farmer or urban dweller that he would willingly sacrifice several hours in order to acquire such education. It is essential that the literacy programmes should be presented in ways which are meaningful to the adult and related in clear and understandable ways to the environment and to the conditions which he knows.

A mass literacy campaign depends largely upon the voluntrary services of all educated people, including government servants, employees in public organizations, lawyers, doctors, engineers and others. But the main brunt of the campaign will fall on the teachers and students in schools and colleges and considerable responsibility for organization

will fall on educational institutions of all kinds. We recommend that the students in the higher primary, secondary, higher secondary, vocational schools and those in the undergraduate classes of the universities and colleges should be required to teach adults as a part of the compulsory national service programme which we have considered elsewhere. It is equally necessary to require the teachers in schools of all types to teach and to participate in the campaign when they are called upon to do so. Work for adult literacy should be a part of their normal duty. In order to help them to do so it may be necessary either to give them relief from normal school work or to remunerate them for adult literacy work. Their services should be available for work connected with adult education whenever required. Every educational institution should be required to run literacy classes regularly and should be given responsibility for liquidating illiteracy in a specified neighbouring area the size of which should be determined by the size of the school staff and the number of students available for literacy work... (p.428)

Conditions necessary for the Success of Literacy Programmes :

1. Before a programme is launched, all political, social and other leaders as well as all government departments should be involved in awakening interest and mobilizing support for it.

2. The adult illiterates to be enrolled in the programme should be psychologically prepared and motivated for it. They must be made to realize what literacy would mean to them and feel convinced that such effort and sacrifice as they make will be worthwhile.

3. The widest use should be made of the mass media of communication for awakening and sustaining the people's will to learn and for giving them general support throughout

the operation of the programme and after. The radio, television, films, the spoken word, and all other media should be utilized for creating and maintaining an atmosphere which will be conducive to the success of literacy work.

4. The material required for adult education programme should be prepared well in advance and should be available in sufficient quantities when the campaign is launched. These should include textbooks and other reading material, charts, maps, guide books and other instructional material and aids for the workers.

5. Literacy programmes should be carefuly planned with due regard to local conditions and requirements. In addition to imparting skills in reading and writing, they should help to improve knowledge and skills relating to the profession of the illiterate adult; make him aware of the important problems of the community, his country and the world and of the need for active participation in important national programmes such as population control and give him some understanding of the life and culture of the country.

6. Literacy programmes should lead the new-literate to continuing education. Literacy succeeds best when a person learns to use his knowledge to solve his problems through self-effort and to profit by the avenues to further knowledge such as schools, libraries and museums. A well-designed follow-up plan is an essential part of literacy programmes(28-29)

7. Public commitment, support and enthusiasm are vital to the success of the literacy programmes. Public appreciation of the success of the programme, its concern when the activities slow down, its participation in improving its procedures, its encouragement of those who do outstanding work are all factors of extreme importance. Public involvement and support should be kept alive, with the help of the newspapers, leaders of social and political life, of learned

societies, and other agencies... (p. 429).

...Both television and radio can and should be used for carrying general education to comparatively less educated people and even to illiterates and that it should be used as a medium for improving production and for bringing about social transformation. In the conditions of modern life, radio, television and cinema have an important role to play in determining public attitudes and tastes. It is necessary, therefore to use them for human and national good. There can be no better instrument for imparting useful knowledge to the masses of people and for making them understand what the country stands for and what it is struggling hard to achieve... (p.430).

...One of the main ingredients of literacy programme should be to teach the adult to use the library both for pleasure and for profit. In substance we emphasize that, what is known as 'follow-up' programme is not different from literacy programme. The essential elements of the 'follow-up' work should be in-built in the literacy programme itself. It is a mistake to think that the activities grouped under the 'follow-up' procedures should be undertaken after the literacy campaign is over and adults have learnt to read and write. In the coherent whole of a literacy programme there should be elements which are necessary to make literacy enduring and useful. Literacy work once undertaken should merge into one or the other of the variety of forms of adult education and the process of learning once begun should be encouraged to continue.... (p.431)

Significance: In conditions of rapid change and advancing knowledge, man must continue to learn in order to live a full life. Learning is the way of civilized living.

The principle is now well recognized that a modern system of education does not merely provide wide-spread full-time education of different types and at different levels; it includes a wide range of courses and forms of instruction which an adult outside the full-time school system needs for his personal, professional, social and

other interests. Thus conceived, continuing education becomes the growing and the harvest for which formal schooling is only the planting and the cultivation... (pp.431-32)

Adult education for the industrial workers should be designed with the utmost care and with a sense of purpose. Efforts should be made to avoid imbalance observed in some of the existing programmes which either lay almost exclusive emphasis on the working of trade unions, labour policies and the like or on literacy and recreational activities. The main function of these programmes should be to equip an increasing number of workers with higher technical and vocational qualifications so that they can rise to positions of responsibility within the industry... (p.433)

Libraries will need reorientation in order to function as media of adult education. They will need to be stocked with reading material which will lead the neoliterate step by step from simple but interesting reading to more advanced books giving information of value to him. Libraries will also require books and other reading material which will have a bearing on the practical needs and tastes of the adults. Wherever possible, libraries should have stocks of tape records, gramophone records, and films and other films and other useful aids...

...Libraries should not remain, as they tend to do, mere storehouses of books, they should be dynamic and set out to educate and attract adults to use them. There are many known ways of performing this function. One which confirms to the age-old traditions of adult education in the country is collecting an audience for hearing some book or poem of interest read out. Lectures, discussion groups, book-clubs should be initiated and attempts made to make the library a centre of interest for the community.... (p. 437)

The universities alone can think out the ways in which they can organize their services to the community in accordance with the means, at their disposal. It is usual to organize evening classes for adults who are employed during the working hours and to prepare them for university examinations. The organization of special study

groups and short-term special courses for professional benefit is also urgently needed, as well as a variety of extension programmes, including lectures, field work, demonstrations, and cultural and recreational activities. Universities should in addition organize social service camps and adopt villages for intensive programmes for development and eradication of illiteracy as well as for maintenance of schools and other similar social services, the improvement of agriculture, local industries, and working of co-operatives. (p. 438)

Voluntary Agencies : Voluntary agencies working in these fields should be given every encouragement, financially and technically. Adult education is an area ideally suited to voluntary effort and the work to be done is of such dimension that the mobilization of this will play a crucial role in the success of our plans. (p. 439)

Summary of Recommenations:

Every possible effort should be made to erdicate illiteracy from the country as early as possible and in no part of the country, however, backward, should it take more than 20 years. The national percentage of literacy should be raised to 60 by 1971 and to 80 by 1976.

As a first step to arrest the growth of illiteracy, the following measures should be taken :

(a) Expansion of universal schooling of five years' duration to the age-group 6-11;

(b) Provision of part-time education to those children of age-group 11-14 who either miss schooling or drop prematurely out of the school;

(c) Provision of part-time general and vocational education to the younger adults of the age-group 15-30.

For the liquidation of illiteracy a two-fold strategy comprising the selective approach and the mass approach should be adopted.

Under selective approach, programmmes should be adopted for specified group of adults which could be easily identified, controlled and motivated for intensive literacy work. All employers in large farms and commerical, industrial, contracting and other concerns should be made responsible, if necessary by law, for making their employees functionally literate within a period of three years of their employment. Big industrial plants in the public sector should take the lead immedidately and set the pace in this important direction. Every development project should include, as an integral part, a plan for the education of its employees, more specially of those who are illiterate. literacy programme should constitute an essential ingredient of all schemes launched by Government for economic and social developments.

Under mass approach, all available educated men and women in country should be mobilized for raising a force to combat illiteracy and utilize it in a well-planned literacy campaign. In the organization of mass campaign, the teachers and students and all educational institutions should be actively involved. The students in the higher, primary, secondary, higher secondary, vocational schools and those in the undergraduate classes of the universities and colleges should be required to teach the adults as a part of compulsory national service programme. Teachers in schools of all types should be required to teach and participate in the campaign. Every educational institution should be given responsibility for liquidating illiteracy in a specified area. The school in particular should be transformed into a centre of community life.

No literacy campagin should be launched without careful planning and preparation....

In order to promote literacy among women, condensed courses for women sponsored by the Central Social Welfare Board should be adopted; appointment of 'village sisters' should be encouraged for teaching village women and organizing adult education among local communities.

The mass media of communication should be effectively used as

a powerful instrument for creating the climate and imparting knowledge and skills necessary for improving quality of work and standard of life.

In order to retain the literacy achieved, literacy campains must have adequate follow-up including further education, the use of library, and the production of reading material. (pp. 665-66)

7. NATIONAL DEVELOPMENT AND ADULT EDUCATION

Report of the Committee of Members of Parliament on Education : National Policy of Education, New Delhi : Ministry of Education, Government of India, 1967.

The Committee was consituted by the Government of India on 5 April 1967 under the Chairmanship of the then Minister of Education, Dr, Triguna Sen. It had thrity two members of Parliament representing all the major political parties of India. The main task of the Committee was to prepare the draft Statement of the National Policy on Education in the light of the recommendations of the Kothari Commission. The draft Statement was discussed by the Lok Sabha in 1967 and a Resolution on National Policy on Education was formally issued by the Government of India on July 24, 1968. Emphasising that highest priority should be accorded to the development of a national system of education, the report suggests the importance of developing adult and continuing education as one of the priority areas.

EXCERPTS :

Spread of Literacy and Adult Education

The liquidation of mass illiteracy is essential, not only for accelerating programmes of production, especially in agriculture, but for quickening the tempo of national development in general. Plans to accelerate the spread of literacy should therefore be prepared and intensively implemented in several parts. With a view to reducing new additions to the ranks of adult illiterates, part-time literacy

classes should be organized for grown up children (age-group 11-17) who did not attend schools or have lapsed into illiteracy. All employees in large commercial industrial and other concerns should be made functionally litreate within a prescribed period of their employment and a lead in this direction should be given by the industrial plants in public sector. Similarly teachers, students and educational institutions should be actively involved in literacy campaign, especially as a part of the social or national services programme. The achievement of literacy should be sustained by the provision of attractive reading material and library services to the new literates.

Adult or continuing education should be developed through facilities for part-time or own-time education and through the expansion and improvement of library services, educational broadcasting and Television. The development of extension services in Universities is of great significance in this context. In particular, the universities should organize special extension programmes to train rural leadership. (pp. 9-10)

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8 NON-FORMAL EDUCATION

Report of the Meeting of Central Advisory Board of Education, 37th Session, held in New Delhi, Nov' 1974, *New Delhi: Manager, Government of India Press, 1974.*

The Fifth Five Year Plan's education strategy was built on the assumption that formal and non-formal education should be co-related and integrated since mere reliance on formal education could not cover all educational needs in India. Hence it became inevitable to develop non-formal education programmes for all categories of learners. The Central Advisory Board of Education, at its meeting held in November 1974 and 1975 lent strong support to the non-formal education and made a number of recommendations which spelt out the objectives and scope of non-formal programmes for adults.

EXCERPTS:

....The exclusive emphasis on formal system of education should be given up and a large element of non-formal education should be introduced within the system. Multiple-entry and programmes of part time education have to be adopted in a big way. At the secondary and university stages, part-time and correspondence education should be developed and all encouragement given for programmes of self-study. All State Plans should henceforth include programmes of non-formal education as an integral part of educational provisions, and suitable machinery be set up in each State to formulate, devise and implement programmes of non-formal education including functional curricula integrated and inter-linked with the formal system.

Programmes of adult education are of great significance for the

success of the programme of universalisation of elementary education as well as for securing intelligent participation of the people in all programmes of national development. They should, therefore, be developed on a priority basis. In particular, the Board recommends that the functional literacy programme which represent the single largest ongoing effort of intensive non-formal education linked to a developmental activity, should be strengthened and expanded; and that similar functional literacy programmes should be developed in relation to other developmental schemes appropriate to rural and urban situtations. The Board further recommends that adult education programmes should form an in-built part of every developmental activity whether in the rural or urban, public or private sector, and that every Central and State Ministry / Department should make appropriate provision in the respective schemes.

Adequate financial allocations be made in the State Plans for non-formal education for the age-group 15-25 on the basis of well-defined norms set up by the State Governments (broad guidelines on the subject may be given by the Government of India);

— The programme should be flexible, diversified and functionally related to the needs and interests of youth and should equip them for participation in developmental activities;

— During the curren year 1974-75, all efforts be made to begin the programme in (a) one district in each State with Central assistance and (b) at least one additional district with State funds. (pp.84-85)

9. EQUALITY AND ADULT EDUCATION

National Policy of Education, New Delhi: Ministry of Human Resource Development, Government of India, 1986

When a new Government came into power in 1985, it took a decision to frame a new policy on education. Unlike earlier occasion, the Government of India did not constitute any commission but prepared a Policy Perspective—Challenge of Education and circulated it widely in the country. Based on the comments received from the individuals and institutions, the Government of India drafted a national policy on education in 1986. The Policy envisages that adult education would be a means for reducing economic, social and gender disparities and nation as a whole would assume the responsibility for providing resource support.

EXCERPTS:

1968 Education Policy and After:

...The growth of our population needs to be brought down significantly over the coming decades. The largest single factor that could help achieve this is the spread of literacy and education among women... (pp.2-3)

National System of Education:

...The Nation as a whole will assume the responsibility of providing resource support for implementing programmes of educational transformation, reducing disparities, universalisation of elementary education, adult literacy, scientific and technological research etc....

Life-long education is a cherished goal of the educational process. This presupposes universal literacy. Opportunities will be provided to the youth, housewives, agricultureal and industrial workers and professionals to continue the education of their choice, at the pace suited to them. The future thrust will be in the direction of open and distance learning... (p.5)

Education for Women's Equality:

...The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provisioin of special support services, setting of time targets, and effective monitoring.... (p.6)

...Anganwadis, Non-formal and Adult Education Centres will be opened on a priority basis in areas predominantly inhabited by the ScheduledTribes...(p.8)

Adult Education:

...Our ancient scriptures define education as that which liberates-i.e. provides the instruments for liberation from ignorance and oppression. In the modern world, it would naturally include the ability to read and write, since that is the main instrument of learning. Hence the crucial importance of adult education, including adult literacy.

..The critical development issue today is the continuous upgradation of skills so as to produce manpower resources of the kind and the number required by the society. Since participation by beneficiaries in the developmental programmes is of crucial importance, systematic programmes of adult education linked with national goals such as alleviation of poverty, national integration, environmental conservation, energisation of the cultural creativity of the people, observance of small family norm, promotion of women's equality, etc. will be organised and the existing programmes reviewed and strengthened.

...The whole Nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age group. The Central and State Governments, political parties and their mass organisations, the mass media and educational institutions must commit themselves to mass literacy programmes of diverse nature. It will also have to involve on a large scale teachers, students, youth, voluntary agencies, employers, etc. Concerted efforts will be made to harness various research agencies to improve the pedagogical aspects of adult literacy. The mass literacy programme would include, in addition to literacy, functional knowledge and skills, and also awareness among learners about the socio-economic reality and the possibility to change it.

...A vast programme of adult and continuing education will be implemented through various ways and channels, including-

(a) establishment of centres in rural areas for continuing education;
(b) workers' education through the employers, trade unions and concerned agencies of government;
(c) post-secondary education institutions;
(d) wider promotion of books, libraries and reading rooms;
(e) use of radio, TV and films, as mass and group learning media;
(f) creation of learners' groups and organisations;
(g) programmes of distance learning;
(h) organizing assistance in self-learning; and
(i) organising need and interest based vocational training programmes... (pp 9-10)

Non-Formal Education

...A large and systematic programme of non-formal education will be launched for school drop-outs, for children from habitations without schools, working children and girls who cannot attend whole-day schools.

...Modren technological aids will be used to improve the learnign

environment of NFE centres. Talented and dedicated youg men and women from the local community will be chosen to serve as instructors, and particular attention paid to their training. Steps will be taken to facilitate their entry into the formal system in deserving cases. All necessary measures will be taken to ensure that the quality of non-formal education is comparable with formal education.

...Effective steps will be taken to provide a framework for the curriculum on the lines of the national core curriculum, but based on the needs of the learners and related to the local environment. Learning material of high quality will be developed and provided free of charge to all pupils. NFE programmes will provide participatory learning environment, and activities such as game and sports, cultural programmes, excursions, etc.

...Much of the work of running NFE centres will be done through voluntary agencies and panchayati raj institutions. The provision of funds to these agencies will be adequate and timely. The Government will take over-all responsibility for this vital sector.

A Resolve

...The New Education Policy will give the highest priority to solving the problem of children dropping out of school and will adopt an array of meticulously formulated strategies based on micro-planning, and applied at the grass-roots level all over the country, to ensure children's retention at school. This effort will be fully coordinated with the network of non-formal education. It shall be ensured that all children who attain the age of about 11 years by 1990 will have had five years of schooling, or tis equivalent through the non-formal stream. Likewise, by 1995 all children will be provided free and compulsory education upto 14 years of age ... (pp 11-12)

10. NATIONAL PROGRAMME OF ADULT EDUCATION

Programme Of Action (National Policy on Education)
New Delhi: Ministry of Human Resource Development, Government of India, 1986.

After the adoption of the National Policy on Education (NPE) in 1986 by the Parliament, it became imperative on the part of the Ministry of Human Resource Development to prepare a plan of action for the implementation of the policy. Accordingly the Ministry constituted a number of task forces and developed a detailed plan of action indicating the strategy, targets and management system. The Action Plan outlined the details of a new National Programme of Adult Education which aimed at providing education including literacy to the population (about 100 million) in 15-35 age group in a phased manner and emphasised the role of Science and Technology.

EXCERPTS

The Policy, Targets and Implications for Strategy

NPE envisages that adult education would be a means for reducing economic, social and gender disparites. The principal aim of the New National Programme of Adult Education (NPAE) is to provide education including literacy, to the population in 15-35 age-group, which numbers about 100 million. Previous experience have brought out that programmes of literacy can become meaningful only when they come along with a package comprising practical information and skills relevant to day-to-day needs of learners. NPAE would, therefore, inter alia, lay emphasis on skill development, and creation of awareness among the learners of the national goals, of develop-

ment programmes, and for liberation from oppression. NPAE would be a phased time-bound programme, covering approximately 40 million by 1990 and another 60 million by 1995.

The main features of the implementation strategy will consist of the following :

(a) Reorganisation of the existing programmes, to introduce flexibility and other measures for greater effectiveness.
(b) Application of science & technology, and pedagogical research for improving the pace and environment of learning.
(c) Establishing linkage between adult education and the developmental programmes.
(d) Launching of mass functional literacy programme.
(e) A multi-dimensional programme of continuing education as the instrument for moving towards a learning society.
(f) Creation of dynamic management structures to cope with the targets envisaged.
(g) A distinct slant in favour of women's equality, and taking of all measures in pursuance of this resolve. (pp.131-32)

Creation of Environment—A Pre-requisite for Eradication of Illiteracy.

The past programmes had suffered due to excessive dependence on administrative structures, and lack of involvement of the mass organisations, media and the education institutions. It is proposed to correct the imbalance by taking the following measures:

(a) Active cooperation will be sought from political and the mass organisations of workers, peasants, women, youth and students.

(b) Effective support will be provided through the mass media.

(c) All development departments will be expected to utilise the adult education programme for the furtherance of their objectives.

(d) The entire educational system will commit itself to this cause.

(e) The district, tehsil and thana level administrative machinery will be involved in NPAE to ensure their support for awareness-oriented adult education programmes. (p.132)

Reorganisation of the Existing Programmes.

The main programme at present is the Rural Functional Literacy Projects (RFLP). In terms of the financial pattern and programme parameters, RFLP has influenced the State Adult Education Programmes (SAEP) as well as the programme of assistance to voluntary agencies. RFLP and SAEP will be strengthened by (i) introduction of flexibility in the project structure; (ii) greater use of spoken language of the learners (including the languages spoken by the tribal people); (iii) emphasis on training of functionaries; (iv) decentralisation of the supervisory system; (v) increase in the number of women instructors, even by adjusting the minimum qualifications and making arrangements for their continuing education; (vi) continuity regarding duration of the projects; (vii) application of science and technology for improvement in the environment of the learning centres, greater use of educational technology and research in pedagogy of literacy instructions; and (viii) a direct and continuing linkage between initial literacy instruction and post-literacy and continuing education.

The involvement of voluntary agencies and social activist groups will be enhanced by creating a relationship of partnership improving the system of initial selection, assurance regarding continuity, simplification of procedures and ensuring that such agencies are able to take up programmes of their choice provided that they are in conformity with the NPE objectives.

The existing programmes of workers education would be reviewed and brought in conformity with the policy directives. The Shramik Vidya-peeths will pay greater attention to rural workers, women workers, child labour and to increase in workers' productivity. The Central Board of Workers Education will take up effective programmes of literacy and workers education. There will be much

greater involvement of trade unions, and they will be encouraged to take up larger programmes. (pp.132-33)

Adult Education and Development Programmes

Adult education is both a process through which effective delivery mechanisms are created for the deprived sections of society, and a forum through which such sections secure information and understanding regarding the processes of development. Hence it is of importance that effective linkage is established between adult education and development programmes. Some of the ways in which this will be done are as follows:

(a) Special literacy primers and other reading material will be developed for the beneficiaries of IRDP and NREP to enable them to understand their rights and responsibilities.

(b) Efficacy of ICDS has suffered due to discontinuance of the component of functional literacy of adult women. This programme will be restarted in the form of Functional Literacy of Women (FLOW) which would be an integrated part of ICDS.

(c) The various programmes for development of SC/ST and other educationally backward sections will include a component of literacy and adult education wherever possible.

(d) Programmes of labour welfare will give special attention to literacy and adult education. Employers will be required, if necessary by law, to organise literacy and skill development programmes for all their employees. Welfare Funds for various categories of workers will be used for running literacy and adult education programmes and due attention given in the various schemes for unorganised workers.

(e) Literacy and adult education will also form an important part of the various programmes of women's development.

(f) Starting with 50 NYKs in 1986-87, all Nehru Yuvak-Kendras will

take up in their district one project of 100 functional literacy centres in one block each. (pp. 133-34)

Mass Functional Literacy Programme

NPE places complete faith in country's youth, teachers and workers and peasants. In conformity with that spirit, it is intended to give a marked slant to NPAE from the present intensive selective activity on a limited scale to a mass programme. Its main features would be as follows:-

(a) Literacy work would be taken up by a large number of students as "study service"-viz., specific projects taken up as a part of work experience and social/national service, which would be reflected in the students' final result sheets.

(b) Substantial institutional incentive will be provided to universities, colleges, higher secondary/secondary schools for eradication of illiteracy in a well-defined area.

(c) Trade Unions, Panchayati Raj agencies and other representative organisations of people will be encouraged to voluntarily take up functional literacy programme for which literacy kits and some organisational expenses would be provided to them.

(d) Encouraging individuals to look upon literacy work as a personal commitments and voluntary service, particularly by women among women, and involvement of voluntary agencies for this purpose. (p.134)

Continuing Education

Continuing education is an indispensable aspect of the strategy of human resource development and of the goal of creation of a learning society. Continuing education includes post-literacy for neo-literates and school drop-outs-for retention of literacy skills, continuation of learning beyond elementary literacy, and application of this learning for improving their living conditions. But continuing education

goes beyond post-literacy and its instrumentalities include the following:

(1) Establishment of Jana Shikshan Nilayams (JSN) for clusters of villages, the total population of which may be about 5000. JSNs to be integrated with the programmes of adult education and non-formal education will be housed in the school building, Panchayat Ghar etc. and provide facilities of library, reading room, Charcha Mandal, Cultural activities and may also include a community TVset.

(2) Employers, trade-unions and the concerned agencies of Government will organise systematic programmes of workers' education for improving their educational standards and upgradation of their skills with a view to improving productivity, workers' wages and their well-being.

(3) All post-secondary education institutions-including universities, colleges and polytechnics-will be expected to give to extension work the same importance as they do to instruction. Extension programmes would include mass education as well as systematic courses of continuing education for the work force and the professionals. Distance learning techniques will be widely used for this purpose.

(4) Programmes of book promotion will be taken on the lines indicated in the Policy. Libraries and reading rooms in educational institutions will be opened to the public in the evenings and necessary additional grants provided to them for this purpose. Voluntary efforts for establishment of reading rooms and libraries will be encouraged.

(5) As spelt out in the section of Media and Education Technology, radio, TV and films will be encouraged to subserve the objectives of education and recreation.

(6) Non-formal programmes of vocational and technical education, based on the needs and interests of learners, will be organised

on a large scale, ensuring that women participate in such programmes with men. The existing arrangements provided under schemes such as TRYSEM, Krishi Vigyan Kendras, Farmers' Training Centres, etc., would be supplemented by part-time courses organised by educational and technical institutions. (pp. 134-35)

Technical Resource System.

The technical and pedagogic resource support for NPAE will have to be greatly strengthened. The emphasis would be on decentralisation and employment of educational technology for quality improvement. The following specific measures will be taken:

(a) Greatest attention would be paid to preparation of good learning materials, teachers' guides, and to training. For this, as well as for production of learning materials for post-literacy and continuing education latest technologies of printing and communication will be employed. The national level organisation for this purpose will be reviewed and suitably reorganised.

(b) The work of each State Resource Centre will be reviewed. Those not functioning satisfactorily will be improved, and if necessary, shifted under the auspices of some other organisation. Much more provision will be made for improvement of infrastructure and staff in SRCs.

(c) District Resource Unit (DRU) for adult education and non-formal education will form an integral part of DIETs. In cooperation with other staff of DIET, as well as other resource persons available in the district, the DRUs will take responsibility for initial and continuing education of the field level functionaries. They will also design and oversee the methods employed in evaluation of learners. (pp. 135-36)

Technology Mission of Erdication of Illiteracy

Eradication of illiteracy will be launched as a Technical and

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Societal Mission. Such a Mission approach presupposes that we are at the threshold of momentous scientific, technological and pedagogic changes, which may, besides augmenting the range of the communication system, make the process of acquiring literacy quicker and easier. In pursuance of the Mission, effort will be made to (i) improve the physical environment, power supply and the illumination etc. of the Adult Education Centres; (ii) facilitate and expedite preparation, printing, distribution of topical and relevant learning materials and learning aids on a decentralised basis; (iii) enrich the process of learning with audio-visual materials by enlarging the range of Television and Radio broadcasts and also by developing cheaper and sturdier equipment; (iv) reduce the time-lag between pedagogic research and the assimilation of its results in the teaching-learning processes; and (v) create inter-active environment between the electronic teaching devices and the learners. (p. 136)

Management of NPAE

The objectives of the management system of NPAE is to ensure effective delivery of the learning inputs to the intended beneficiaries of the programme in the most effective manner, in accordance with the strategies spelt out at paragraph 2 and thereafter. For this purpose the main considerations in determining the management system will be (i) the guiding considerations for planning and management spelt out in NPE; (ii) need for the centralised policy framework and direction with decentralisation of the planning and implementation process and functional autonomy; (iii) establishment of effective linkage between development agencies and NPAE; (iv) securing the commitment of political parties, mass organisations, educational institutions, voluntary agencies, etc., (v) delineation of responsibility to enforce operational accountability; and (vi) ensuring the effective participation of functionaries of NPAE, the intended beneficiaries and the community in planning and day-to-day implementation of the programme at the grass-root level.

Project approach: The critical level in the managment of NPAE is the project level. A project may be defined as the administratively viable and functionally autonomous field agency with complete responsibility for eradiction of illiteracy and the organisation of

continuing education programmes in a compact area. The project will function on the advice of a committee in which representatives of the functionaries, local community, people's organisations and officials of the concerned development departments would be represented. The management functions at the project level would comprise (i) planning of the programme, (ii) selection and training of supervisors and instructors; (iii) ensuring cordination and cooperation with the various developmental agencies and mass organisations; (iv) provision of supplies and materials; (v) ensuring that the programme is run in accordance with the overall objectives; and (vi) effective evaluation and monitoring.

The operational unit of adult education would continue to be the Adult Education Centre (AEC) organised at the village or mohalla level. The AEC Organiser is envisaged as an activist worker who would run the AEC for organisation of programme as spelt out in paragraph 2. A cluster of 8 to 10 AECs will be overseen by a supervisor who will be selected from the local area, preferably an experienced and successful AEC Organiser. The functions of a supervisor will include organisation of post-literacy and continuing education activities through a Jana Shikshan Nilayam.

All existing Adult Education project will be reviewed and reorganised. The basic features and financial norms of all projects, whether funded by the Central Government or the State Government, and run through a Government agency or a voluntary agency, would be similar, permitting within a range, flexibility and variation to increase effectiveness and to promote innovation.

Planning at the district level: Detailed planning at the district level for illiteracy eradiction would be the responsibility of the District Boards of Education (DBE). Technical assistance would be provided to DBE by District Resource Units .....DBE will undertake:

- spatial allocation of responsibility among the various agencies implementing the programme;
- provide overall guidance to DRUs;
- coordinate the Mass Programme.....

— guide and coordinate the adult education programmes undertaken by the employers, etc.

The State and the National level: At the State as well as National level there will be a commission headed by the Chief Minister and the Minister of the Human Resource Development respectively. Its membership would include senior level political leaders of the main national parties. These will be autonomous bodies and will have responsibility for planning and implementation of NPAE. Their responsibilities will include:

— planning and budgeting for the programme;
— creation of multi-level structures for development of materials and for training of functionaries;
— evaluation, monitoring, concurrent review and research;
— continuing education programmes;
— provision of media support ; and
— linkages with other development Departments.

The day-to-day financial and administrative powers necessary for implementation of this programme of Action will be the responsibility of the Executive Committees of the State as well as the National Commissions. The State Executive Committee would be headed by the Chief Secretary, Education Secretary and the national committee by the Union Education Secretary.

Evaluation and MIS: Maximum attention will be paid to the subject of learner evaluation - the purpose being to ensure that all adult learners attain a level in literacy and numeracy which would enable them to continue learning in a self-reliant manner. Learner evaluation will also concern itself with the other components of NPEA - skill development, awareness, etc. A system of programme evaluation will be built into NPAE to ensure that all AEC organisers, supervisors and management personnel con-currently review, in a participatory manner, the progress of the programme. Institutions of higher education and of social sience research will .

be associated with external evaluation - of the process, the quality of the programme, quantitative achievements and the management system.. Necessary correctives will be introduced from time to time on the basis of those evaluations.

A Management Information System will be instituted to ensure periodic flow of information needed for improvement in management. Measures will also be taken towards careful analysis of the information data received and feedback. (pp. 136-39)

PART III

HISTORICAL EVENTS AND PUBLICATIONS

CHRONICLE OF EVENTS - (1938-88)

Following is not an exhaustive or exclusive list pf events or institutions in the filed of Indian Adult Education. It, however, provides the basic details viz., year and venue of the establishment of certain important institutions or organization of Conferences, Seminars and Workshops in the field of adult education. The regular and occasional annual Conferences, Seminars, Workshops and orientation programmes organized by the Indian Adult Education Association, Indian University Association for Continuing Education, Directorate of Adlut Education, NIEPA and Universities are also excluded from this chronology. Although libraries and musemus are also considered as adult education institutions, for reasons of brevity, they are not included here. For the same reason, only national level institutions and events are included.

Month & Year	Name of the Institution/Conference etc.	Venue
1	2	3
March 1938	First All India Adlut Education Conference.	Delhi
October 1938	Jamia Institute of Adult Education (Idara-o-Talim-o-Taraqqui)	New Delhi
December 1939	Formation of Indian Adult Education Association.	New Delhi
February 1949	Provincial Education Ministers Conference on Social Education	New Delhi
July 1949	National Meeting of State Officers in-charge of Social Education.	New Delhi

1	2	3
November-December 1949	International Seminar of South East Asian Regions on Rural Adult Education for community Action.	Mysore
October 1951	National conference on Audio-visual aids in adult education.	New Delhi
May 1953	Establishment of Literacy House.	Lucknow
November 1955	Indo-Australian Seminar for Training Audio-visual experts for social education.	New Delhi
February 1956	National Seminar on Janata Colleges	Mysore
May 1956	Establishment of National Fundamental Education Centre.	New Delhi
November 1956	National Seminar on Audio-visuals in adlut eduction.	New Delhi
August 1957	Establishment of National Book Trust.	New Delhi
January 1959	Establishment of National Institute Audio-visual Education.	New Delhi
September 1959	Unesco Regional Seminar on Reading materials for Neo-literate.	Madras
July 1961	Conference on Community Development.	Hyderbad
July 1961	International Conference on Adlut Education.	New Delhi

1	2	3
December-January 1961-62	Unesco Regional Workshop for Production of Low cost Visual Aids.	New Delhi
April 1962	National Seminar of State level officers in Charge of Social Education.	New Delhi
March 1964	Silver Jubilee Conference of Indian Adult Education Association on Life Long Learning for survival.	New Delhi
April 1965	Camp conference on Adult Education.	Mount Abu
July 1965	All India conference on University Adult Education.	Bhopal
November 1965	National Seminar on Liquidation of Illiteracy.	Pune
March 1966	Indian University Association for Continuing Education. (The University Adult Education Association).	New Delhi
July 1966	Conference of vice Chancellors on University Adult Education.	Bhopal
November 1968	National Seminar on Adult Education and the Indian Universities.	Vallabh Vidya Nagar
December 1969	National Board of Adult Education	New Delhi
December 1970	Conference on Continuing Education and Universities in Asia and South Pacific Region.	New Delhi

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1	2	3
January 1971	National Workshop on Farmer's Fuctional Literacy Project	New Delhi
January 1971	National Seminar on People's Participation in Adult Education.	New Delhi
March 1971	Establishment of Directorate of Adult Education.	New Delhi
March 1971	National Seminar on Adult Education in the Seventees.	Banglore
April 1971	National Writers Workshop for Literature for Neo-literate Adults.	New Delhi.
September 1971	Asian Regional Seminar on Polyvalent Adult Education Centres.	new Delhi
May 1973	National Literacy Convention.	New Delhi
October 1973	National Seminar on Functional Literacy for rural youth.	New Delhi
May 1974	Formation of National Literacy Coordination Committee.	Calcutta
June 1975	National Symposium on Non Formal Education for the age group 15-25.	Mysore
November 1977	Meeting of the National Board of Adult Education.	New Delhi
June 1978	National Seminar on Training Strategies in adult education.	New Delhi.
August 1978	National Conference on Development and NAEP.	New Delhi

1	2	3
August 1978	All India Seminar on Monitoring the NAEP.	New Delhi
September 1978	International Meeting of Regional Panel of Experts for Research and Training in Literacy.	New Delhi
January-February-1979	Eight Commonwealth Conference on Non Formal Education for Development.	New Delhi
September 1979	National Conference of Planning and Development of population Education programme in adult education.	Tirupathi
June 1981	The Indian Society for Community Education.	Ahmedabad
January 1982	International Seminar on "Campaigning for Literacy".	Udaipur
February 1982	All India Conference of Directors of State Resource Centre.	Pune
February-March 1982	A National Seminar on Research in Adult Education.	Hyderabad
November 1982	The First Indian National Community Education Conference.	Ahmedabad
October 1983	Asian Orientation Seminar on Post-literacy and Continuing Education of Neo-literates in the perspective of life long education.	New Delhi
April-May 1984	National Conference of State Adult Education Directors and State Resources Centres.	New Delhi

1	2	3
July 1985	Formation of All India Committee for eradication of illiteracy among women.	New Delhi
September 1985	All India Meeting of the State Directors of Adult Education and State Resource Centres	New Delhi
September 1985	Asia Pacific Seminar on the Role of Adult Education and Mass Media for civic Education.	New Delhi
October-November 1985	Unesco Regional Training Workshop in Literacy.	New Delhi
December 1985	National Orientation Seminar of the Directors and programme officers of Shramik Vidyapeeth.	Jaipur
April 1986	Planning for policy Implementation: A Model for Developing Action Plans for Adult Education.	New Delhi
August 1986	Conference of the Directors of State Resource Centres.	New Delhi
February 1987	Launching of Asia Pacific programme of Education for All.	New Delhi
March 1987	Commonwealth Workshop on the Education and Training of Adults.	Surat
August 1987	Seminar on Implementation of National Adult Education Programme through University System.	New Delhi
August 1987	Forum of Parliamentarians For Adult Education.	New Delhi

1	2	3
August 1987	National Conference of the Directors of State Resource Centres and Directors of Adult Education in India.	New Delhi
October-November 1987	Unesco Regional Seminar on Civic Education and Functional Literacy Among Rural Women.	Lucknow
November 1987	Unesco Regional Workshop on Preparation of Post literacy Materials in Asian and Pacific Region.	Pune
February 1988	First National Conference on Eradication of Illiteracy Among Women.	New Delhi
February 1988	First Workshop on Evolving Professional Development Programmes for adult education Functionaries.	New Delhi
May 1988	Launching of the National Literacy Mission.	New Delhi
June 1988	Constitution of the National Literacy Mission Authority.	New Delhi
July 1988	First Meeting of the National Literacy Mission Authority.	New Delhi
October 1988	Unesco Regional Working Groups Meeting on International Year of Literacy.	New Delhi
December 1988	National Convention of Voluntary Agencies on Literacy as a Human Right.	Ahmedabad

A PRELIMINARY SURVEY OF SOURCE MATERIALS ON INDIAN ADULT EDUCATION.

There is a variety of primary source materials on Indian Adult Education. While the bulk of the source materials are located at different repositories in India, a good deal of material is located in the USA and the UK. So far no effort seems to have been made to conduct a comprehensive survey of primary source materials on Indian adult education generated during the last fifty years. A preliminary survey indicates that the following record rooms and libraries contain lot of materials relevant for the study of Indian adult education.

Overseas Libraries.

(A) U.S.A.

(i) George Arents Research Library for special collections at Syracuse University. The Syracuse University has a rich collection on adult continuing education of which the following collections have very useful materials for the study of adult education in India.

(i) Laubach collection, (ii) Alexander A. Liveright, (iii) Homer Kempher, (iv) Malcolm S. Knowles.

The Laubach Collection (328 boxes, 10 cartons of films, 6 scrap-books and ledgers) comprises the private papers of Dr. Frank C. Laubach (1884-1970), the institutional record of Laubach Literacy International and innumerable and interesting publications connected with his work in 103 countries. Ever since his first visit to India in 1935, Laubach was closely connected with the adult education programmes in India until his death. During his thirty-five years of association with India, he travelled to different parts of India, participated in a number of adult education workshops and conferences and interacted with all the eminent Indians of his time. The following boxes contain some of the relevant materials pertaining to the different aspect of Indian adult education :

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Box nos.	*Contents*
2	Correspondence with Indian Missionaries during 1935-1938.
112	Laubach Diary for the years 1939-1944, giving firsthand information about adult education programmes and people in different parts of India. Statistics pertaining to literacy enrolment in different adult education centres. Details of literacy campaigns organized by the Congress Party in different provinces.
119	Papers pertaining to Laubach's work as U.S. consultant to the Government of India during 1951-1955. His "Plan for a Nationwide Literacy Drive" submitted to the Government of India. Details about the development of teaching of literacy primers and graded reading materials—the Anand Graded Series.
121, 122	Experiences of literacy campaigns in India during 1936-1937 and 1938-1941. Manuscript of Foreign Reading Book, 1943, which covers Indian adult education programme extensively.
215, 246, 325	Materials on Bengal Adult Education Programmes and Bengal Social Service League ; Primers in Bengali.
247, 277, 325	Materials on kerala; Literacy Primers in Malayalam. Correspondence with Dr. A.K. John.
248, 290	Materials on Assam adult education.
210, 269, 292	Hindi Primers.
282.	Santali Primers.
286, 295	Tamil Primers.
287	Telugu Primers.
288	Urdu Primers.

Apart from the above, the following boxes contain some materials relevant to the study of adult education in general and India in particular:

113	Laubach essays on Each One Teach One.
185	Techniques of writing for neoliterates
246	India: General materials and reports on literacy work.
247	Programme of the Literacy House, Lucknow—Syllabus of Functional Literacy Programme.

The private papers of Alexander A. Liveright contain correspondence with late Dr. M.S. Mehta and Dr. S.C. Dutta on different aspects of the establishment of the Department of Adult Education in Rajasthan University during 1960's. (see Box nos. 2 and 5). The private collections of Homer Kempher and Malcolm S. Knowles contain a variety of publications connected with Indian adult education during 1950-70.

(II) Mugar Library at Boston University.

The Library has an extensive collection of Frederick Bohn and Welthy Honsinger Fisher who were very closely associated with Indian adult education during 1930-1970.

Box nos.	*Contents*
18, 19, 20, 21, 22, 35, 37, 39, 40, 41	Correspondence with Gandhi, Tagore, Nehru, Indira Gandhi, Vijaylakshmi Pandit, Kamalapathi Tripathi etc. regarding literacy work; speeches and writings of Welthy Fisher; Diaries and notes.
50, 51, 52, 53, 57, 58	Correspondence connected with Literacy House Lucknow during (1952-72); Annual reports of Literacy House and other publications; papers connected with India Literacy Board, and Literacy International Committee.

B. U.K.

(i) India Office Library at London

The following rare publications are available at India office Library.

Bulsara, Jal Feeroze; ***Mass and Adult Education in India, Bombay:*** The Author, 1938.

Danpota, U.M., **A Survey of Mass education in India together with practial suggestions for extension of adult education in the Country,** Bombay: Sharafuddin & Sons, 1937.

Gopal, T.J.K. (ed)., ***South Indian Adult Education,*** Bombay: n.p. 1943.

Manda, A.B., **A Scheme of Mass Education,** Nagpur: n.p., 1925

(ii) National Institute of Adult Education.

Ranga, N.G., ***Indian Adult Education Movement,*** Madras: Andhra Desa Adult Education Committee, 1938.

Manda, A.B., ***A scheme of Adult Education,*** Allahabad: n.p., 1937.

II. INDIAN LIBRARIES.

(A) New Delhi:

(i) Record room, Department of Education, Ministry of Human Resource Development.

The record room contains official documents of Government of India pertaining to post 1955 period. They include files related to the establishment of National Fundamental Education Centre, proceedings of Central Advisory Board of Education, papers connected with various adults education committees set up by the Government of

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India from time to time and files on National Adult Education Programme.

(ii) National Archives of India

The official documents connected with adult education prior to 1955 are available at the National Archives of India.

(iii) Directorate of Adult Education.

Apart from the Official Correspondence connected with adult education programme, the Directorate has the following materials: Appraisal studies, evaluation studies, report of various conferences, seminars, workshops organised from time to time and different schemes, guidelines and other related publications.

(iv) Central Secretariat Library.

Reports of different committees and commissions on Education, Agriculture, Adult Education etc. Five Year Plan Documents, Census Reports, Report of Auditor General, Annual Reports of Ministry of Education and CABE.

(v) Planning Commission.

Plan documents, Reports of Working Groups and Task Force on adult education set up by Planning Commission, Statistics on literacy and evaluation reports of Programme Evaluation Cell.

(vi) University Grants Commission.

Papers, Files and Reports connected with the different committees set up by the commission on Adult, Continuing Education and Extension Programme in Indian Universities. Schemes and Guidelines on University Adult Education Programme in India and the statistics related to that, Annual reports of the Commission.

(vii) Indian Council of Social Science Research Library.

A number of Ph.D theses on adult education and research reports funded by the ICSSR.

(viii) Indian Adult Education Association.

Annual Reports and proceedings of different Conferences, Seminars and Workshops organised by the Association and the past issues of *Indian Journal of Adult Education* since 1939.

B. LUCKNOW

The Literacy House at Lucknow has a variety of materials related to the production of primers, organization of training programmes and reports of various research studies undertaken by the institutions, apart from the annual reports and publications brought out since 1952.

A LIST OF SELECT BOOKS. (Arranged in Chronological order)

The first major attempt at preparing a comprehensive bibliography on adult education in India was undertaken by the Directorate of Adult Education, New Delhi in the late 70's and it resulted in the publication of a volume entitled, *Adult Education in India : A Bibliography*, in 1981 which covered the major publications brought out during the thirty years (1951-1980). Since the bibliography is arranged thematically under seven heads, viz., (i) policy planning and administration (ii) history and organization, (iii) methods, contents and materials, (iv) post-literacy, follow up and continuing education, (v) personnel and training (vi) evaluation, statistics and research and (vii) international perspective, there is considerable duplication of entries and quite a few publications and doctoral researches remain excluded. Since 1980's, there has been a tremendous increase in the number of adult education publications and a large number of evaluation/appraisal and research studies remain unpublished. Although a variety of short specialised bibliographies on different aspects of adult education have been brought out by the Literacy house, Indian Adult Education Association, NIEPA, ICSSR, National Library etc., at various points of time; none of them have attempted to provide a comprehensive bibliography covering the major books, appraisal studies and doctoral dissertations on Indian adult education arranged in a chronological order. Hence the present bibliography attempts to cover the select books, studies and theses on Indian adult education brought out during the last fifty years (1939-1988) with a view to throw light on the growth of literature in the field at different periods.

1939. Parulekar R.V., ***Literacy Situation in India.***, Bombay: Mac Millian Company Ltd.

1939. Shanbhag M.M., ***Educational Reconstruction for adolescents and Adults,*** Bombay : Author.

1940. Laubach, Frank C., ***India Shall be Literate,*** Jabbulpore : Mission Press.

1943. Ranjit Chet Singh., ***Adult Education in India.*** Bombay: Oxford University Press.

1950. Osgood, William C., ***Adult Education Programme for Orissa, India.*** Convallis: Oregon State University Press.

1952. Meemamsi, B.M., ***Handbook for social education workers.*** Bombay: Govt. Central Press.

1954. Lall, Dev Indra., ***Adult education for a new democracy.*** Delhi: S.Chand and Company.

1955. Government of India, Ministry of Education; ***Teacher's Handbook of Social Education.*** New Delhi: The Author.

1957. Singh Sohan., ***History of adult education in India during British period.*** New Delhi: Indian Adult Education Association.

1958. Rajnarayan., ***Education for Literacy: its nature, functions and dynamics.*** Allahabad: Ganga Brothers

1959. Kumar, Narendra., ***Adult Education Through Radio.*** Jaipur: Deepak Prakashan.

1960. Dutta S.C. and Kempfer Heleni., ***Social Education in Delhi.*** New Delhi: Indian Adult Education Association.

1962. Dutta. S.C., ***New Dimensions in Social Education.*** New Delhi: Indian Adult Education Association.

1963. Kempher, Homer and Kempher, Heleni., ***Selected Prob-***

lems in Social Education, New Delhi: Indian Adult Education Association.

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1964. Singh, Sohan., ***Social Education in India.*** New Delhi: Government of India, Ministry of Education.

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As the official reports and documents related to Indian adult education are included in Part I and II, in this section it is proposed to include a list of the appraisal studies on NAEP sponsored by the Government of India during (1979-85). These studies are arranged according to the Institutions which had undertaken the work.

B. A SELECT LIST OF APPRAISAL STUDIES.

A survey of the extant literature on Indian adult education reveals that during the period 1979-85, considerable emphasis was

laid on research and evaluation by the official and non official agencies. Not only the Government of India commissioned a number of research Institutions to undertake a series of appraisal studies on the NAEP but also the non official professional organisations like the Indian Adult Education Association focussed on research studies. While the seven selected research Institutions in India prepared fifty six appraisal studies during 1979-85, the Indian Adult Education Association organised a national seminar on research in Adult education in 1982 and conducted a brief survey of 168 doctoral dissertations and research studies undertaken by the Indian Universities and other Institutions. The majority of the appraisal studies, dissertations and research studies remain unpublished. While the copies of all the fifty six appraisal studies are available at the Directorate of Adult Education (New Delhi), a number of research studies are available at the library of the Indian Council of Social Science research and Council for Social Development both in New Delhi. A synoptic account of the appraisal studies is also available at the Directorate of adult education.

A.N. SINHA INSTITUTE OF SOCIAL STUDIES, PATNA (BIHAR).

1980. "Voluntary Efforts in National Adult Education Programme in Bihar—An Appraisal".

1981. "Adult Education for Development—A study of the National Adult Education Programme in Bihar".

1981. "Motivation of the Government Field Functionaries in NAEP".

1981. "Adult Edcuation and Social Awareness—(two case Studies)".

1981. "Evaluation of Adult Education Programme in Bihar—A Report on Dhanwar Rural Functional Literacy Project".

1981. "Evaluation of Adult Education Programme in Bihar—A Report on Gurua Rural Functional Literacy Project".

1981. "An Appraisal of two NAEP Projects: Harshidhi and Ekma (Bihar)".

1982. "Adult Education in Bihar (Third Appraisal—1982)".

1983. "Adult Education in Bihar (Fourth Appraisal)".

1983. "Model of NAEP Follow up Programme—A Preliminary study."

1984. "Adult Education in Bihar—Fifth Appraisal(Dumka District)".

1984. "Adult Education through Universities (A Case Study of Bihar University)".

1984. "Literacy through Adult Education—A Quick Appraisal".

II. XAVIOUR LABOUR RELATIONS INSTITUTE, JAMSHEDPUR (BIHAR).

1980. "Evaluation of Adult Education Programme in Simaria Block of Hazaribagh District".

1980. "Evaluation of Adult Education Programme in Chandankiyari Block of Dhandbad District".

1980. "Evaluation of Adult Education Programme in Jammu Block of Giridin District".

1980. "Evaluation of Adult Education Programme in Punpun Block of Patna District".

1980. "Evaluation of an Adult Education Project, Jana Kalyana Samity, Jaipur, Cuttack, Orissa".

1981. "Evaluation of the Adult Education Programme in Bihar—Madanpur Block of Aurangabad District".

1981. "Evaluation of the Adult Education Programme in Bihar—Amarpur Block of Bhagalpur District".

1981. "Evaluation of the Adult Education Programme in Bihar—Laxmipur Block of Monghyr District".

1981. "Evaluation of the Adult Education Programme in Bihar—Giriyak Block of Nalanda District".

1981. "Evaluation of the Adult Education Programme in Bihar—Sirdala Block of Navadha District".

1981. "Evaluation of the Adult Education Programme in Bihar—Balumath Block of Palamau District".

1981. "Evaluation of the Adult Education Programme in Bihar—Shikaripada Block of Santhal Pargana District".

1981. "Evaluation of the Adult Education Programme in Bihar—Patamda Block of Singhbhum District".

1981. "Evaluation of the Adult Education Programme in Bihar—Tamar Block of Ranchi District".

1983. "National Adult Education in Bihar (A Government of India Project)"—Volume—I.

1983. "National Adult Education in Bihar (A Government of India Project)"—Volume—II

1983. "Evaluation of Adult Education in Dhanbad (Under UGC), (A Government of India Project)".

III. SARDAR PATEL INSTITUTE OF SOCIAL & ECONOMIC RESEARCH, AHMEDABAD (GUJARAT).

1979. "Adult Education Programme in Gujarat—An Appraisal".

1981. "Adult Education Programme in Gujarat—Revisited.

1983. "Adult Education in Gujarat—Third Evaluation".

1983. "Adult Education Programme in Gujarat—Fourth Appraisal".

1984. "Adult Education Programme in Gujarat—An Indepth Study".

1985. "A UGC sponsored AEP in Gujarat—An Evaluation".

1985. Adult Education Programme in Gujarat—Organisation and Administration".

IV. CENTRE OF ADVANCED STUDY IN EDUCATION, BARODA (GUJARAT).

1981. "Evalution of the National Adult Education Programme in Seven Districts of Gujarat (1978-80)".

V. INDIAN INSTITUTE OF MANAGEMENT, AHMEDABAD (GUJARAT).

1980. "Adult Education for Social Change: A Study of the National Adult Education Programme in Rajasthan".

1981. "National Adult Education Programme in Rajastahan, Second Appraisal".

1982. "Adult Education in Rajasthan—Third Appraisal, (Jaipur District)".

1982. "Adult Education in Rajasthan—Third Appraisal, (Jhunjhnu District)".

1983. "Managing an Adult Education Project—Fourth Appraisal of NAEP in Rajasthan 1982-83".

VI. TATA INSTITUTE OF SOCIAL SCIENCES, BOMBAY (MAHARASHTRA).

1981. "National Adult Education Programme in Maharashtra—An Evaluation".

1982. "Functioning of the Adult Education Programme in Maharashtra".

1983. "Achievement of the Adult Education Programme".

1984. "Adult Education Programme in Maharashtra—An Appraisal".

VII. MADRAS INSTITUTE OF DEVELOPMENT STUDIES, MADRAS (TAMIL NADU).

1980. "National Adult Education Programme—An Appraisal of the Role of Voluntary Agencies in Tamil Nadu".

1982. "Adult Education Programme in Tamil Nadu—An Appraisal of the programmes for Training the Functionaries".

1982. "Adult Education Programme in Tamil Nadu—An Assessment of the Internal Evaluation Practices".

1982. "Adult Education Programme in Tamil Nadu—An Appraisal of the Role of the State Government".

1983. "Adult Education Programme in Tamil Nadu—An Appraisal of the Programme Implementation by the Universities and Colleges".

1984. "Adult Education Programme in Tamil Nadu—A Longitudinal Study of the Programme and its Outcome".

1984. "Adult Education Programme in Tamil Nadu—A study of Linkages with Development Programmes".

1985. "Adult Education Programme in Tamil Nadu—A Study of the Effects of Concentration of Adult Education Centres".

1985. "Adult Education Programme in Tamil Nadu—An Examination of the problems of Special Target Groups".

VIII. COUNCIL FOR SOCIAL DEVELOPMENT, NEW DELHI.

1982. "Functional Literacy Programme of ICDS Scheme, Kathura, Haryana", (Phase—II).

1982. "Study of the Functional Literacy Programme of ICDS Scheme Myliem Block, Upper Shillong, Meghalaya".

1982. "Study of the Functional Literacy Programme of ICDS Scheme, Manigachi, Bihar",—(Phase-II).

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DOCTORAL DISSERTATIONS ON INDIAN ADULT EDUCATION

(Arranged in chronological order)

A survey of doctoral dissertations on Indian Adult Education shows that the first doctorate was awarded by the Harvard University in 1946 and 1950's produced six doctorates, of which four were from abroad. Among the Indian Universities the first doctorate in the subject was produced by Bombay University in 1957. During 1960's, there were seven doctorates of which only two were from the States. Since 1970's, there has been a tremendous increase in the number of doctorates. While the Departments of Adult Education in indian Universities produced six doctorates, the remaining doctorates were awarded by the faculty of Education or Social Sciences. The bulk of the dissertations remain unpublished.

1946. Ribeiro, Lyra de Rangel., "Mass Adult Education for Rural India", Ph.D. Education, Harvard University.

1950. Osgood, William Cyril., "An adult education program for Orissa, India", D.Ed. Education, Orgegon State University.

1952. Sumithra, D.G., "A Critical Survey of the problems of adult education in India with suggestions based upon a study of adult education in England and Denmark", Ph.D. Education, University of London.

1953. Hazarika, Bhupendra Kumar., "Proposals for preparing India's Basic education to use audio-visual Techniques in adult education". Ph.D. Education, Columbia University.

1954. Nangia, Hazel Edva., "Materials for a Christian Education programme for pre-literates in India: A source book prepared for the use of Indian lay leaders concerned with

village work of the Andhra Evangelical Lutheran Church in South India", Ph.D. Education, New York University.

1957. Singh B.Q., "The Communication of ideas through adult education in India", Ph.D. Sociology, Bombay University.

1958. Khan, M.Z., "The problems of social (adult) education in four Districts of Bombay-Karnataka", Ph.D. Education, karnataka University.

1963. Naik, S.N., "Reading interest and abilities of adolescents and adults", Ph.D. Education, Karnataka University.

1963. Chaube, M, "Youth Welfare Programme in India with special reference to Uttar Pradesh", Ph.D. Education, Lucknow University.

1963. Singh, J.N., "Workers education and industrial productivity", Ph.D. Economics, Agra University.

1966. Hanumanthappa Sanjeevappa., "A basis for developing programmes of adult farmer education in India", Ph.D. Education, Minnesota University.

1966. Thota, Vykuntapathi., "A study of the Community Development Program in India", Ph.D. Education, Michigan State University.

1967. Kakkar, N.K., "Workers' education in India", Ph.D. Education, Agra University.

1969. Chaturvedi, S.C., "Impact of Social Education on the Life and living of the people in block areas in the districts of Gorakhpur, Jhansi, Lucknow and Mathura", Ph.D. Social Work, Lucknow University.

1970. Ansari, N.A., "An appraisal of the training programmes

for Social Education Workers in India", Ph. D. Education, Delhi University.

1970. Bhandari, J.S.., "Factors Affecting Persistency and drop-out of Adult Literacy Classes in Udaipur District", Ph. D. Agriculture, Udaipur University.

1970. Patel, R.B., "A Critical study of social education in the State of Gujarat", Ph. D. Education, Sardar Patel University.

1971. Jhoneton, John Philip., "A proposal for the establishment of a state-wide adult education programme for Madras (Tamil Nadu)", Ph. D. Education, Madras University.

1971. Sahni, S.K., "Farmers' awareness of agricultural extension programmes: A study of three extension blocks in Agra district", Ph. D. Agricultural Extension, Agra University.

1973. Kudesia, U.C., "The role of social education in rural development of Madhya Pradesh", Ph. D. Education, Saugar University.

1974. Agnihotri, S., "Evaluation of the programmes of Adult Education in Operation under the Pilot Plan in Wardha District", (in Marathi), Ph. D. Education, Nagpur University.

1974. Bhandari, J.S., "Factors Affecting Persistency and Drop-out of Adult Literacy Classes in Udaipur District", Ph. D. Extension Education, Udaipur University.

1974. Intodia, Sunder Lal, "Educational needs, interests and aspirations of adults in rural communities of Udaipur District", Ph. D. Extension Education, Udaipur University.

1975. Deshpande, B.S., "Informal Education through the saint-literature of the middle ages (in Marathi)", Ph. D. Education, Poona University.

1975. Dixit, Asha, "A Study of Educational needs patterns of adults in the urban, rural and tribal communities of Rajasthan", Ph. D. Education, Rajasthan University.

1975. Talukdar, B.K., "Adult Education in Assam during post independence period", Ph. D. Education, Gauhati University.

1976. Durai, P., "Evaluation of general ability of 7 to 16 1/2and adult age groups", Ph. D. Psychology, Calcutta University.

1977. Gayatonde, N.V. "The problems of Social Education in India with speical reference to Maharashtra, Gujarat, Rajasthan, Madhya Pradesh, Mysore (Karnataka)", Ph. D. Education, Poona University.

1977. Mukhopadyay, Debiprasanna, "Impact of religion on folk education in ancient India" (in Bengali), Ph. D. Education, Vishwa Bharati.

1977. Ricker, C.T. Jr., "Agricultural Extension Officer as an adult Educator in LAAP Districts of Rajasthan" Ph. D. Agricultural Education. Kansas State University.

1977. Venkataiha, N., "Impact of farmers' functional literacy programme on the participants in Andhra Pradesh", Ph. D. Education, Sri Venkateswara University.

1978. Brahma Prakash, "The impact of functional literacy in the rural areas of Haryana and Union Territory of Delhi", Ph. D. Education, Kurukshetra University.

1978. Chittemma, Maineni (nee Rao), "Development and evaluation of nutrition material for non-formal education of rural women." Ph. D. Home Science, Madras University.

1978. Khajapeer, M., "A Study of the academic performance of the farmers functional literacy programme participants in relation to some socio-psychological factors", Ph. D. Education, Sri Venkateswara University.

1978. Mahar, Allah, "A critical study of the workers education scheme in India with special reference to their role in Government of India Presses", Ph. D. Commerce, Aligarh Muslim University.

1978. Moulton, D.A., "Philosophical and psychological foundations for Non-Formal Education Curriculum Development in India", Ph. D. Education, Taxas University.

1978. Nanda, S.K., "A critical study of the development of adult education in the Punjab during the period from 1947 to 1972", Ph. D. Education, Punjab University.

1978. Panwar, J.S., "Effect of short duration agricultural training on farmer's learning", Ph. D. Education, Udaipur University.

1979. Ali, M., "Role of Leisure and Recreation in Urban Life-A sociological study of 600 male adults residing in the city of Lucknow", Ph. D. Sociology, Lucknow University.

1979. Mali, M.G., "Factors affecting retention of literacy among adult neo-literates", Ph. D. Education, Shivaji University.

1979. Nagia, S.K., "A study of industrial workers education and training in India with speical reference to Madhya Pradesh", Ph. D. Economics, Jabalpur University.

1979. Shah, A.J., "A critical study of the programme of non-formal education in Baroda city and their impact on the community", Ph. D. Education, M.S. University.

1980. Bhatnagar, Krishna Murari, "Education of Rural Women and Fertility Decline in India! An Education Policy Analysis," D.Ed., Education, University of South Dakota.

1980. Reddy, M.V.S., (Sundhakar Reddy M.V.), "A study of certain factors related to the development of conceptual

generalization (concept learning) among adults", Ph. D. Education, Sri Venkateshwara University.

1980. Sharma, S. "A study of the expectanices of urban women from continuing education", Ph. D. Education, Punjab University.

1980. Srivastava, Ginny., "Non-Formal Education Programmes for Women in Indian Villages: A Study of Social Change and Leadership Patterns", Ph. D. Education, University of Toronto.

1980. Srivastava, Om Parkash, "The Use of spoken languages in an Adult Literacy Programme in India", Ph. D. Education, University of Toronto.

1980. Sujatha, K., "An investigation into the constraints on education of the Nellore district yanadis with a view to suggest some strategies of non-formal education", Ph. D. Education, Andhra University.

1981. Bhingarkar, D.B., "Implications of the concept of Life long education for Social Education", Ph. D. Education, Bombay University.

1981. Karunakaran, K., "Identification of factors to be tackled in an effective programme of non-formal education and training of farmers", Ph. D. Education, Kerala University.

1981. Krishna Rao, R., "A comparative study of the relative effectiveness of four methods of teaching literacy to adults", Ph. D. Education, Osmania University.

1981. Nair, G.S.K., "Preparation of a training programme for non-formal education workers in Kerala", Ph. D. Education, Kerala University.

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attitudes of people in some backward villages of Malabar", Ph. D. Education, Calicut University.

1982. Anantha, Sayunam R., "Socio-psychological study of planned parenthood with reference to ideals, perceptions and attitudes of male out of school youth in rural areas of Chingleput District in Tamil Nadu", Ph. D. Andragogy, Madras University.

1982. Bastia, K.C., "A study of the NAEP in Tribal region of Orissa State", Ph. D. Education, M.S. University.

1982. Lakshmi Narayana, P. "A study of Adult Education among tribals of Vishakhapatnam District of Andhra Pradesh", Ph. D. Adult Education, Andhra University.

1982. Selvam, S., "Social impact of the telecast programme: Education for life on rural adults in the District Chingleput (Tamil Nadu)", Ph. D., Andragogy, Madras University.

1982. Seth, Anusuya. T., "Non-Formal education and community development: A Systems analysis", Ph. D. Education, South Gujarat University.

1982. Sivarajan, K., "Facilities and hindrances in providing non-formal education for harijans", Ph. D. Education, Kerala University.

1982. Umayaparvathi, S., "A study of achievement, motivation, intelligence and literacy attainment in some of the urban and rural women's literacy centres in Tamil Nadu and Pondicherry States", Ph. D., Andragogy, Madras University.

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1984. Seth, Mridula, "Motivation in adult learners participating in the functional literacy programme in Delhi", Ph. D. Home Science, University of Delhi.

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ramme in Goa during the period 1978-82", Ph.D Edducation, Bombay University.

1985. Sharma, Kamal Dutta., "Effects of Socio-psychological variations on participation and use of messages by the literates under NAEP", Ph. D. Education, Mohanlal Sukhadia University.

1986. Brahman I. Rana., "Implementation of National Adult Education programme: Role of voluntary agencies". Ph. D. Political Science, University of Hyderabad.

1986. Saraswathi K., "A critical comparative study of evolving the patterns of non formal education at the University level in India, The U.K., The USA and the USSR", Ph. D. Psychology, Osmania University.

1986. Selvaraj M, Soundian., "Application of behaviour modification techniques in educating adult learners in post-literacy centres", Ph. D. Andragogy, University of Madras.

1986. Singhal, L.K., "Adult education in the Union Territory of Delhi: A Critical Case-Study", Ph. D. Education, Jamia millia Islamia.

1987. Gode, M.A., "A study of NAEP as included in New 20 Point Programmes of the Government of India with reference to the project devised and implemented by Bombay University". Ph.D. Education, Bombay University.

1988. Patel, Ila., "Policies and Practice of rural Non-Formal Education in India (1947-85)", Ph. D. Education, Stanford University.

1988. Samba Murthy, D., "A study of the factors responsible for the effective implementation of the National adult education programme in Andhra Pradesh", Ph. D. Education, Osmania University.

1988. Singh, Rajender., "Adult Education Training and Productivity". Ph. D. Education, Kurukshetra University.

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